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ABSTRACT

Guidelines for continuing education programs for women are provided by Ruth H. Osborn, Helen O. Wolle, Abbie O. Smith, Marjorie M. Parks, and Marian S. Cosgrove. Chapter one outlines elements and issues of the administration of such programs: philosophy, program structure, management (staff selection, development, accreditation, research), and administrative procedures (budgeting, recordkeeping, materials and equipment). Chapter two is devoted to counseling services: identifying populations, assessing community needs, options in curriculum development for various groups and needs, counseling service administration, and counseling techniques. The third chapter focuses on program development: elements of program planning and design, such as needs assessment, community contacts, collecting materials, and organizing an advisory board: selecting courses: personnel issues, such as instructor orientation, establishing rapport with adult learners, and classroom control: scheduling, registration, and recordkeeping; and financial considerations (class size, salaries, and fees and costs). Evaluation services are the subject of chapter four: a variety of individual tests are outlined, their administration discussed, and program and other evaluation functions (research, financial aid, and placement) are briefly noted. Chapter five addresses issues and types of community services, such as reaching the public, student services, and creating services for special populations. Sample charts and forms are appended. (MSE)

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A HANDBOOK FOR ADMINISTRATORS OF CONTINUING EDUCATION FOR WOMEN PROGRAMS

College Of General Studies
Continuing Education For Women Center

The George Washington University

HE 013 154

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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A HANDBOOK FOR ADMINISTRATORS OF CONTINUING EDUCATION FOR WOMEN PROGRAMS

by

Continuing Education for Women Center
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The George Washington University
Washington, D.C. 20052

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FOREWORD

The pioneer work at The George Washington University in establishing its successful and widely emulated Continuing Education for Women Center is a source of pride and satisfaction.

Continuing Education for Women has steadily expanded since it began in 1964. In the process it has enriched the lives of thousands of women and their families in the metropolitan Washington area. As a result women are contributing significantly in their traditional roles as well as in all phases of human endeavor in government, business, education, and community service.

The goals of women today and tomorrow are compatible with the University's role which is traditional, yet ever expanding. Universities are for learning, for transmitting learning, for the exploration that yields new learning and for the acquisition of the skills to apply this learning for society's benefit.

As the U.S. Government commits more resources to the higher education of adult women, the investment will produce educational equity through life-long learning for women as well as for men.

Lloyd H. Elliott, President
The George Washington University
May 9, 1977

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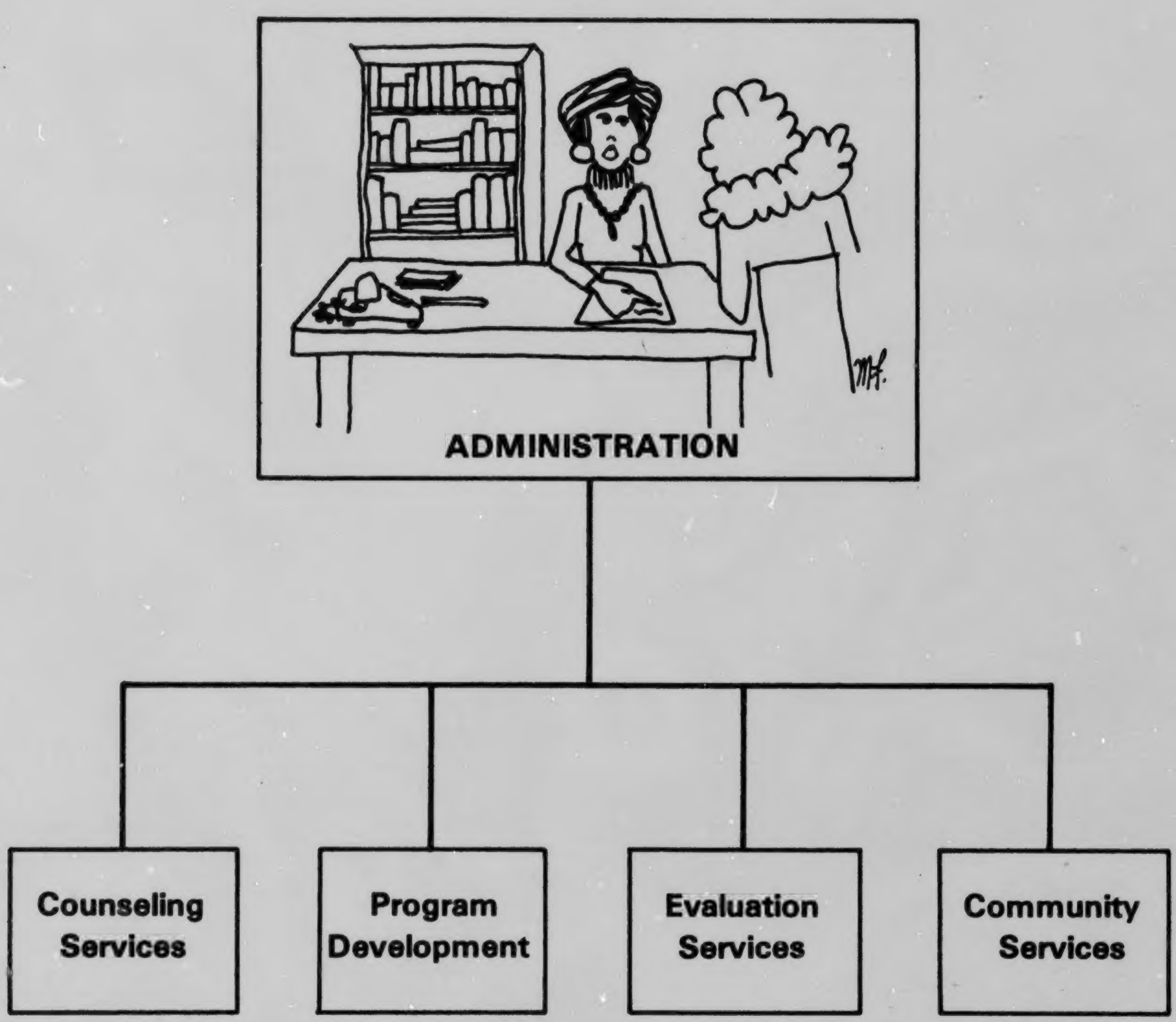
CHAPTER ONE


ADMINISTRATION
Counseling Services
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ADMINISTRATION

RUTH H. OSBORN, Ed.D

PHILOSOPHY OF CONTINUING EDUCATION FOR WOMEN

WHY CEW?

When the United States celebrated its Centennial in 1876, the life-span for the average American woman was slightly more than forty years. Only 1.8 million women were then in the labor force and of those who worked outside their homes, half were household workers in other women's homes.

Five per cent of the working women at that time were in professional, technical, or managerial positions; less than one per cent were in clerical or sales work. The average number of years for women who worked outside their homes was only six years.

By the Bicentennial, a century later, the life-span of American women had increased to 75 years. More than thirty million women were in the labor force, almost 20 per cent of them in professional, technical, and managerial jobs and more than 40 per cent in clerical or sales fields. The average number of years women worked outside their homes had also increased to an average of 24 years.

Medical research in those intervening years has provided women with a gift of increased time, industrial research has removed much of the drudgery from their lives, and psychological research has confirmed their intellectual abilities.

Educational opportunities expanded for both men and women during the nation's second century. By 1976 as many women as men were completing high school. At the post-secondary level, however, there are still marked differences. Only half as many women over age 25 -- nine per cent -- had completed bachelor's degrees compared to seventeen per cent of men in the same age category. At the graduate level, only three per cent of women over age 25 had completed advanced degrees compared to seven per cent of men. This educational gap has resulted in employment disparities that have been well-documented.

Also, poverty and lack of education go hand-in-hand. It is no accident that households headed by women also head the poverty list. However, further education is assisting women to increase their earning power.

CULTURAL BLOCKS

An equally important aspect of continuing education is the personal growth for the individual and its multiplier effect on the family and the community. However, despite the thrust of the women's movement during the last decade, there are still cultural and legal blocks, sometimes insurmountable ones, placed in the paths of women who want to escape the role assigned them by tradition. Some who have fulfilled the role of wife and mother, look forward to exploring additional life options. Others, who have been in unfulfilling jobs, seek expanded career opportunities.

Nowhere are the blocks more pervasive than in the lack of scholarships, fellowships, and loans for women wishing to resume or continue their education to prepare themselves for future endeavor.

The G.I. Bill after World War II, which made higher education possible for countless veterans, benefited more men than women. Veterans, after all, are almost all male. Little of that aid was available to women. This pattern has continued following the Korean and Vietnam Wars.

LOOKING TOWARD THE FUTURE

During International Women's Decade special focus is being made on achieving educational equity for women. Expansion of continuing education for women can aid in equality by closing the educational achievement gap.

If present population trends remain constant, women of the future will have fewer children. Their return to paid employment will not be postponed as long as it has been in the past. An increasing number of people will have second and third careers. Thus, the need to prepare women for longer lives is imperative.

Also, legislation for displaced homemakers, for mental

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health, and financial aid should enable public and private colleges, universities, and community organizations to meet needs of a wider range of women.

POTENTIAL OF WOMEN

Adult women, both individually and collectively, have much to offer higher education. Failure to provide the climate and resources for developing their potential is a tragic waste of talent and stability.

Far-sighted educators have come to realize that women have been a neglected and underdeveloped resource. The awareness that formal education is the chief means of developing their potential has resulted in the establishment of continuing education for women programs and centers throughout the country.

At the same time, the colleges and universities stand in a unique position to benefit. The lowering of the birthrate has decreased the size of the pool from which future students will come. Instituting vigorous continuing education for women programs can provide sources of new students.

STRUCTURING A CEW PROGRAM

While there are no established rules for structuring a CEW program, this handbook sets forth some guidelines for development. It is important that it be a recognized component in the university, college, or other educational framework.

Without the commitment of high administrative authorities to the principles of continuing education, the chances of creating successful programs will be greatly reduced.

Ideally, a CEW program in a college or university should function within the established institution or structure while it is directed to meeting the different needs of adult women. The association should be mutually beneficial. The program will generate income, increase student enrollment, and function as the hub of a wheel by feeding students into other programs in the institution. In addition, a CEW program can serve as a source for future counselors, teachers, and administrators in the field.

THE FIRST STEP

Initially, the goals of a proposed program must be clearly defined. Assess the resources at hand and determine those needed to accomplish the task. Utilize and build upon existing services within the institution and the community rather than duplicate them.

Survey the situation and make these primary determinations:

- What staff is needed?
- What space is available? If the institution is downtown, is it possible to find space in areas closer to participants of the services?
- What other university resources are available such as library research, day care, housing, and parking facilities?
- What target groups need the services of the program?
- What tuition income can be supplied by members of these groups?
- What additional sources of funds are available if the institution is unable or unwilling to provide funding?

AN ALTERNATIVE STRUCTURE

In some cases setting up the program through an independent contractor may work more effectively than having it function as an integral part of the university or college. In that case, university space would be utilized and the contractor, working on a fee basis, would also be free to serve other organizations in the community.

CREATIVE MANAGEMENT

Flexibility and creative management are key words in establishing and administering CEW programs. There must be constant evaluation of programs offered, staff, and funding. Administrators should always be sensitive to new needs and changing conditions within the community.

SELECTING A PROFESSIONAL STAFF

Most CEW programs begin modestly. Initially a director or administrator and a secretary may comprise the staff. In the beginning, one person may provide counseling services, program development, evaluation, and community outreach on a limited basis. Assistants are added as the program grows. Examples of organizational charts are shown in the Appendix.

The selection of the individuals to serve as the administrators, instructors, and counselors of a CEW program is another test of creative leadership.

Recommended guidelines:

- Professional qualifications, including graduate degrees in counseling psychology, adult education, or administration of higher education is essential for the professional staff.
- An effective program must be a team effort. It is therefore important to appoint psychologically mature individuals.
- The ability of staff to relate to women students on a one-to-one basis as well as in a group is an important consideration.
- Staff members should have a thorough knowledge of professional ethics and be

able to apply these standards to their relationship with students, associates, and community.

Encouraging the continuing development of staff members must be a constant goal of the administrator. Staff members should be encouraged to continue their own education through refresher courses and working toward advanced degrees. Also they should be encouraged to join and actively participate in professional organizations.

Professional association membership provides several benefits including the stimulation and new ideas received from associating with others with similar interests and concerns. Professional status is enhanced by meeting qualifying standards for membership. A group of concerned persons working together for the improvement of their profession has additional bargaining power. Personal growth is advanced by regular exposure to meetings, journals, and newsletters.

If the budget allows, dues might be paid for each professional staff member to join an appropriate organization. See Appendix for suggested list of professional organizations.

DEVELOPING A CEW CENTER

The heart of a CEW center must be effective *Counseling Services* which integrate self-understanding with knowledge of career, education, and community service choices. DEVELOPING NEW HORIZONS FOR WOMEN, a group counseling course initiated at The George Washington University in 1964 and adapted by many colleges and universities throughout the United States, provides a structure for women to gain self-knowledge, raise their level of aspiration, formalize long-range goals, and take steps to achieve their goals.[1] Component parts of this course are discussed in chapter two, pages 20 - 23, as career development/life-planning groups.

Program Development focuses on credit and noncredit courses, degree programs, workshops, seminars, and career training programs to provide women with the knowledge, skills, and credentials needed to implement their goals. Chapter three describes the essentials of program development.

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[1] A *Developing New Horizons for Women* Workbook has been revised and published by McGraw-Hill Book Company, 1977.

Evaluation Services within a comprehensive CEW center include assessment of the individual for counseling, admission to special programs, and recommendation for degree programs, financial aid, and jobs. Chapter four provides details of the individual evaluation process as well as evaluation of programs in cooperation with students, faculty, and CEW staff.

Community Services has the dual responsibility of reaching the community with information about all aspects of the program and of creating income-producing programs for special populations. Chapter five describes features and techniques for this important component of CEW.

ACCREDITATION

As the CEW programs become established, it is important to seek accreditation. The International Association of Counseling Services, Inc., Washington, D. C., will evaluate CEW centers based upon its standards for counseling services. A Directory of Counseling Services accredited by the Association is published annually. The American Bar Association has a committee which evaluates paralegal or legal assistants programs. It is important that CEW programs offering this training be evaluated by an ABA team.

RESEARCH

The administrator performs an important function in research. Systematic records must be kept by the center to provide the basis for research. To improve continuing education for women programs on a local, regional, and national basis, she must undertake research and stimulate staff members and graduate students to do so. This can include analysis of collected data about students, follow-up of students, analysis of variables with test information and subsequent achievement.

It is highly desirable to publish in professional journals, make presentations at professional meetings, and involve staff members in cooperative research.

Also, the administrator must evaluate research findings such as cross-cultural studies on women, psychological test data, and career information and share with staff members.

ADMINISTRATIVE PROCEDURES

BUDGETING

There are three methods of establishing the financial base for a CEW program: institutional support, complete or partial funding from public or private sources, and self-support. Many CEW programs must be self-supporting. Achieving this goal can also serve as a catalyst for attracting other funds such as government grants.

An understanding of the institution's budgeting system is crucial. Since budgets are usually set up a year in advance, it is necessary to be continually thinking and planning for the future. Expenses must relate to income. For each fiscal year, the administrator should estimate the projected income and the costs for each CEW component. If there are directors or supervisors for each component, they can assist the administrator in determining income and expenses.

Since there is a constant need to obtain financial aid for some students, it is important to obtain scholarship and loan funds which can be allocated annually or semi-annually. Graduates of the program are often the best contributors to scholarships.

RECORDS

The importance of keeping complete and thorough records from the inception of the program must be emphasized. They are essential for present and future counseling services, program development, research, and evaluation. These records should include registration, income, expenses, and all other data which may prove valuable for future funding and expansion of programs.

The office space, furniture, equipment, and supplies should be assembled as soon as the decision to offer a CEW program is made.

MATERIALS AND EQUIPMENT

In addition to essential office equipment some professional resources must be assembled in the form of basic literature, books, current periodicals, and other reference materials.

Resource materials for students can be acquired on a gradual basis. Until a suitable collection has been acquired, institutional and public libraries should be asked to establish reserve shelves. See Appendix for suggested titles for a CEW library.

CONCLUSION

The following principles can assist administrators in designing and implementing continuing education for women:

1. Formal education is the chief means to develop the potential of people. Therefore, continuing education for women programs and centers represent positive affirmative action toward achieving equality.

2. CEW administrators and staff members must be committed to a life-span approach in assisting women with their educational goals and careers.

3. CEW administrators, staff, and faculty must be committed to excellence in programs and services provided. Also, they should inspire students to make a commitment to excellence in their own lives through study, work, and community service.

4. CEW administrators must provide the climate for creativity. Students, staff members, faculty, and community can provide ideas which produce an effective organization.

5. Successful CEW programs depend upon effective communication throughout the organization and the community.

Those who are creating a new continuing education program should seek assistance and information from institutions that have successful programs. Published reports, brochures, workshops, and on-site visits provide ideas which can be adapted to a new or established continuing education for women program or center.

Since the inception of the George Washington University program in 1964, and its development into a comprehensive Center, many institutions have requested and received assistance. As we prepared to write this Handbook we called upon others for a description of their experiences and programs. This Handbook is our effort to share what we have learned with others.

CHAPTER TWO

COUNSELING SERVICES

HELEN O. WOLLE, M.A. in Ed.

INTRODUCTION

Professional counseling is the backbone of a continuing education for women program. It is the basic ingredient and should be developed first.

Successful counseling must have the best interests of the individual as its focus and will be directed toward self-understanding, academic planning, career choice, and the making of personal decisions.

Counseling is often sought because of immediate or ultimate changes that occur in individual lives. Some changes are caused by a gradual unfolding of life's events, while others come about because of unanticipated emergencies. Effective counseling helps persons to face these changes objectively. An understanding of the psychological growth process is helpful. Individuals can then analyze their own situations, experiences, interests, abilities, and values.

They are encouraged to set realistic long-range goals, to consider appropriate options, to develop a course of action, and to plan the immediate next step.

PLANNING

IDENTIFYING POPULATIONS

Identification of the persons most likely to benefit from the service is the first action to be taken, whether an existing counseling program is being expanded or a new one begun. Age, educational level, marital status, employment experience, and the socio-economic level of prospects need to be determined.

It is likely that the age range will be broad -- from teenagers to those in their sixties and seventies.

There will also be a wide disparity in educational background. While a few will not have finished secondary school, most will have high school diplomas. Others will have acquired further training in academic or technical institutions, including those who have completed advanced degrees and professional programs.

The special needs of persons who have never married; are currently married; or whose marital status has changed because of separation, divorce, or widowhood must be taken into consideration during the planning.

A wide variation in employment experience may be found. Some have been employed continuously since becoming an adult; others have never been employed outside their homes and now seek a career. Another group may have worked at one time and wish to re-enter the labor market, while still others have had intermittent careers.

A consideration of these factors, in addition to the range of socio-economic levels to be found in the community, is important in planning the type of counseling service to be offered.

Services need not be restricted to homogeneous groups. Many programs are more effective when the group is heterogeneous. It is often necessary to mix the clientele because of the limited number who register.

ASSESSING COMMUNITY NEEDS

Existing demographic data should be studied and additional information collected in order to answer the following questions:

- What is the size and type of community?
- What are the geographic peculiarities?
- What kinds of businesses or industries, educational facilities, and community organizations are available?
- Will the proposed counseling service fill a void or complement and supplement existing programs? Will it improve or expand an existing service which is not fulfilling the need?

Several techniques may be utilized in making the assessment of community needs:

- Questionnaires can be mailed to everyone in a small community or to a randomly-selected list in a larger one.
- Visits to meetings of various organizations in the community. Ideas and reactions can be solicited from these people through discussion or in writing.
- Contacts with individual community leaders. This will create interest, help to obtain support, and establish good communication.
- Visits to other educational institutions which may refer clients.

CURRICULUM DEVELOPMENT

After all available information has been tabulated and assessed, the next step is to develop the counseling curriculum.

It will be determined by many factors including the type of organization sponsoring the program. This could be a business or industry; a community organization, such as the YWCA or AAUW; a governmental agency; or an educational facility ranging from the adult education department of the public schools to a community college or four-year college or university.

The clients to be served, their ages, career aspirations, and educational backgrounds will also be a determining factor, as will the characteristics of the community itself.

CAREER DEVELOPMENT/ LIFE PLANNING GROUPS

The initial counseling offering might well be a career development/life planning group.

Self-Understanding

Through the use of a series of introspective exercises, individuals are led to gain insight into their own lives. The exercises include:

- recalling significant events from one's life
- assessing attitudes as well as clarifying values
- recognizing motivating factors
- gaining a historical perspective on the status of women
- considering cultural blocks that exist for women in spite of legal and social progress
- learning how to gain their own rights and not to infringe on the rights of others through assertiveness techniques
- analyzing psychological needs
- applying time management theories

A battery of tests -- aptitude, interest, and personality -- is also used to help those in the group to learn more about their own strengths and limitations.

It is important to formulate a process of self-understanding before considering an appropriate life plan. Women in the program need to learn basic psychological principles of motivation and to be able to answer the following questions:

- What are the needs that have been satisfactorily met at this stage of life?
- Which needs have never been met?
- Which needs, though previously satisfied, may need to be met again?

She should assess her own abilities and compare herself with the average person. A consideration of her particular interests and personal preferences will influence her decision.

Considering Options

Gaining Career Information Each woman is encouraged to consider careers which interest her, narrow the choice to five, and then rank her choices.

Career research, including employment outlook, can be conducted through studying career briefs, projections of the Department of Labor, such as the Occupational Outlook Hand-Book, and conducting interviews with persons currently employed in the field.

Job Finding Skills Practical assistance should be made available to those who are seeking employment. They learn:

- where to look for a job
- how to keep records of contacts
- how to write chronological and functional resumes
- how to fill out application forms, with particular emphasis on the U.S. Government Form 171

- how to write a letter of application or a covering letter
- how to function effectively in an interview
- how to follow-up with a letter or telephone call

Additional Training Those persons who wish to begin, return to, or change careers may find that more education is indicated and an assessment of training opportunities is necessary. Both the employed and unemployed are encouraged to select educational programs for personal enrichment and intellectual stimulation.

The range of educational possibilities should be explored and information conveyed about admission requirements, how to get credit for knowledge or experience, and where to find needed programs.

Volunteerism Although this has become a controversial subject, it should be examined and considered for some members of the group. While it is true that women have been exploited in the donation of their time and work to some volunteer activities, there are many positive aspects. When paid employment does not utilize certain talents or satisfy important needs, volunteer activity can provide a good balance.

Prospective volunteers should carefully consider their motives in seeking unpaid work. Does it add needed variety to their lives or increase their opportunities to be with people? Does it make possible a continuing use of professional skills or offer the chance to obtain references and experience? Will satisfaction be gained through contribution of talents to a worthwhile cause or exploring new areas of interest?

Those considering volunteer service should be encouraged to:

- Establish the description of the tasks to be performed.

- Determine the amount of time that they will be expected to spend and what the schedule is.
- Sustain a commitment.

Setting Goals

During an individual conference with the counselor, each person learns the results of the standardized tests given earlier in the program. She recalls information learned during the group meetings and considers appropriate options. Guided by the counselor, she is encouraged to set long-range goals and to determine a realistic short term plan. It is important to decide on the next step and to set a time in the immediate future for beginning.

OPTIONAL STRUCTURE

Occasionally, instead of a complete career development program, each of three components can be offered separately.

Self-search would encompass the interpretation of a battery of tests and some exercises to develop better self-understanding.

Job-search would deal exclusively with the skills and information needed to look for a job.

Educational program search would assist each participant to learn what appropriate academic programs, undergraduate and graduate degree programs, exist and how to prepare for admission.

SINGLE AGAIN GROUPS

Group counseling is often very helpful in meeting the needs of persons, both men and women, who are undergoing a change in marital status.

They need support in making a social adjustment to singleness; help in facing feelings of grief, inadequacy, or guilt; practical assistance in legal or financial matters; and the companionship and understanding of others who are in a similar situation.

A counselor who has undergone the same experience is often better able to empathize than one who has not.

Lectures and group discussions can also include the specific problems encountered by single heads of household. Custody, financial burdens, discipline, creating a sense of security for the children, and learning to face altered loyalties caused by remarriage are subjects of special concern.

AGING

Another special population to be counseled includes those in mid-life and beyond. Careful planning and decision-making can diminish problems faced by people as they grow older.

One major problem for those considering retirement is the accompanying altered financial situation. A decision must be made regarding whether to maintain the same home in the same style and in the same geographic location or whether to move to a new part of the country to a smaller, more easily-kept home which would provide more freedom to travel and less financial, physical, and emotional stress.

Retirement also imposes an altered self-image, the loss of status or purpose, the need to fill the void left by the loss of a full-time job. They then must be helped to answer the questions of whether to seek another career, a part-time job, or volunteer work. This would give a continued sense of purpose to their lives; fill time; add personal satisfaction; and, except for the volunteer situation, would supplement income.

Learning to cope with physical change and social limitations as well as financial concerns are also important considerations. Other problems that must be faced arise when several generations live together under one roof. Still other difficulties exist when great distances separate children from aging parents.

ADDITIONAL COUNSELING AREAS

Family living, parenting, marriage counseling, assertiveness, human potential development, consciousness-raising for men, values clarification, and creative thinking and problemsolving are suggested additional offerings.

ADMINISTRATION OF THE COUNSELING SERVICE

FINANCIAL CONSIDERATIONS

As previously discussed in chapter one the sources of financial support must be determined before the counseling curriculum can be set. If dependent on external funding, the program should build a self-supporting mechanism into the planning. Some institutions do not require that counseling services must pay their own way and can offer them free or for a nominal fee.

When the entire CEW program must pay its own way, the person setting the fee structure for counseling should consider the necessary expenses involved including physical space, utilities, office equipment and supplies, library, attendance at professional meetings for staff members, and public relations.

STAFFING

The size and type of counseling staff will be determined by the previously described curricular and financial planning considerations. It may range from a one-person operation to an organization utilizing full-time professionals, clerical staff, and part-time employees. Graduate interns or peer counselors can supplement the staff. Whatever its size, job descriptions for members of the staff should be written describing qualifications and duties.

The use of students, peer counselors, and volunteers should be limited to assignments commensurate with their training and abilities. A creditable counseling program should maintain high professional standards. While academic background is important, certain personal qualities are equally so. For both professional and non-professional staff, a genuine liking of and concern for others is essential.

In addition to professional credentials for counselors, the following characteristics are also important requisites:

- self-awareness
- maturity of outlook
- warm personality
- acceptance of others (non-critical, non-judgmental)
- ability to listen
- ability to empathize
- ability to be objective

It is desirable for them to have an interest in the community.

After determining the staff organization, a system of reaching applicants and accepting applications should be devised.

Announcements of position openings should be placed in appropriate journals and periodicals detailing the job description, the deadline for applications, and the name and address to which applications should be sent. An application form should be developed and preliminary screening of applicants conducted before finalists are interviewed.

A salary schedule for full- and part-time employees should be based on the level of participation, the institutional guidelines, and the departmental financial limitations.

Not all candidates will have professional experience; some may be recent graduates. Work in related career areas such as education, social work, or psychology (in which similar interpersonal skills are important) should be considered an asset. Any experience that utilized planning, instructing, advising, or counseling should be given special attention.

SCHEDULING

After the numbers and types of counseling groups and individual services to be offered have been made and staffing plans completed, it is time to decide on the schedule. The location for each offering, the number of sessions and length of time for each, and time of day must be set and the size of the group to be accommodated determined. These decisions should be based on previously gathered data. Unless the market has been surveyed and evaluated, the odds for sufficient registration are not favorable.

Topics for discussion should be chosen prior to each session. The need for current information on new methods is constant and learning must be continuous if the program is to remain vital and relevant.

INSERVICE TRAINING AND SUPERVISION

Staff development is an important step in maintaining quality and relevancy of programs. Regular meetings of the professional staff serve an administrative purpose and encourage professional development. When both the program and the staff are small, each staff member must assume more responsibility for keeping up with new, related professional material and for the maintenance of personal record files. As the number of students and staff increase, the administrator should plan and provide inservice training for the counseling staff. This can include guest lectures, film reports, and discussion. Small task forces can address specific problems and share with the larger group.

Prior to the beginning of each semester, a concentrated training session for pre-planning is valuable. This gives firm support to new personnel and informs returning staff of revisions and additions. It provides a sharing of experiences and opinions with newcomers. All aspects of the program should be explained and discussed with time for a question period. Resource persons can be utilized in such areas as employment outlook, educational program planning, group and individual counseling techniques, test administration and interpretation. This type of training should continue periodically during the entire year. The meetings serve the dual need of instruction and administration. Topics chosen for each meeting should precede the sessions for which it has been scheduled. The need for current information and new methods is constant and learning must be continuous if the program is to remain vital and relevant.

Supervision is an important step in maintaining quality and relevancy of programs. This is true when more than one professional is in the office. A reporting system should be established and information must flow in both directions. Visiting each group and observing the counselor in action keeps the administrator aware of performance and also provides an opportunity for active input as a resource person.

EVALUATION OF PROGRAMS

Development of a good evaluation process is essential to the counseling program. Before the conclusion of the group meetings, the counselor should assess the reaction of the students to the course in general and to its individual sections in particular. This can be accomplished through an observation of reactions and by the use of anonymous evaluation sheets.

Continued success of the program is dependent on flexibility and sensitivity to the opinions of participants. The program must not become static.

Clients influence change. The effectiveness of content, manner of presentation, and choice of resources will be revealed through study of their responses. Previous decisions will be reinforced; need for some changes will be indicated. The evaluation process also aids the administrator to assess the effectiveness of personnel and determine particular strengths and deficiencies that should be considered in assigning staff for the next term.

It is important to follow the progress of former counselees. If the group is small, a personal contact can be made regularly by telephone or correspondence; if it is large, periodic questionnaires may be necessary.

A record should be kept of the progress former students have made toward attaining their goals. Having up-to-date information about those who completed the program is important for publicity and for job referral.

TECHNIQUES

GROUP PROGRAMS

The benefits of group work are now firmly established in our society. Members of groups tend to gain support and encouragement from each other. The process involves not only the transfer of information, but also reinforcement through sharing similar concerns and problems with others.

The process does not diminish the importance of formal and informal individual contacts between the counselor and the counselee. For most members of the class, the time spent with the counselor on a one-to-one basis is cherished and eagerly anticipated.

The following suggested techniques are not intended to be exhaustive, but merely a starting point. The population to be served and the talents and personality of the counselors will determine the choice or adaption.

Questionnaires

A questionnaire introduced early in the term is a valuable counseling tool. It will aid the counselor in getting to know her students sooner and will help develop a sensitivity to problem areas in their lives. It should also help to identify causes for behavior and enable the counselor to give support in a more definitive way.

The confidentiality of questionnaires should be strictly guarded by keeping them in a locked cabinet and limiting access to a small group of selected personnel.

Some institutions utilize questionnaires to compile data for research purposes; a coding system should be devised to protect anonymity. This is also discussed in chapter four.

Initial Session

The first session sets the tone for the success of those following. Individuals introduce themselves and share briefly their backgrounds, accomplishments, aspirations, and reasons for attending. This will help establish a friendly, comfortable atmosphere and will give each member some knowledge about the others.

An effective variation of this technique is to assign partners at the beginning of the meeting. After a short interval for interviewing and planning their presentations, each introduces the other.

The counselor can help timid persons to ease into a strange new experience by extending a warm welcome and by offering encouragement.

An overview of the program should be clearly presented. The format of following sessions and an indication of what will be involved in outside assignments should be given. This provides participants a perspective of the entire program and enables them to better plan their time.

Some information is best transmitted through visual aids -- slides or movies. Lectures; panel presentations; or breaking into small buzz groups, that later share their conclusions with the entire group, are effective methods of conveying information.

Group experiential exercises are especially effective when working on such topics as assertiveness techniques, time management, assessment of personal attitudes and social change, values clarification, and motivation. Role playing and psychodrama can also be utilized effectively in interpersonal situations.

A short break during the class period should be planned. This provides an informal atmosphere during which friendships can be formed and in which the counselor can establish closer relationships with members of the group.

Test Selection and Administration

Standardized tests are important tools in the self-evaluation process. They are discussed in detail in the chapter on evaluation. It is well to re-emphasize, however, that a relaxed attitude on the part of the test administrators helps to prevent tension and apprehension while maintaining essential test control.

Individual Conferences

A preliminary individual interview early in the program is highly recommended. After the questionnaires have been collected and read, a brief conference should be planned. This enables the counselor to establish rapport and to gain some insight. Some particular needs of the group as a whole will also be identified, enabling more effective planning of group sessions.

This preliminary interview can be held informally before or after the meeting or even during the break. Alternatively, a schedule can be posted and members asked to sign up for specific times. These conferences can be as brief as five minutes. The tone should be informal and friendly, but never probing. The counselor should record the information she learns as soon as possible after the interview.

The final interview, on the other hand, serves a much greater purpose than acquainting the counselor with the individual. It helps the counselee make realistic decisions in the establishment of her long-range goals and take action based on personal, educational, and employment information. These areas are so interrelated that a decision in one area is impossible to make unless the implications of the other areas are also considered at the same time. The final interview usually lasts for 30 to 60 minutes. The counselor must spend considerable time beforehand studying and evaluating all available information about the individual and researching practical alternatives.

It is important to be knowledgeable about the counselee's personal history: her age, marital status, children, educational background, work experience, residence, and current or previous problems. Test information should be studied and results of the various tests integrated.

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The counselee should prepare for the interview just as diligently. She should bring educational records and other information and be prepared to discuss any perceived obstacles and frustrations. She should also be encouraged to dream and fantasize regarding career choice, as well as consider the limitations imposed by reality.

The climate of the interview is established by the counselor. Privacy is very important. Everything possible should be done to make the room as comfortable and attractive as possible with special attention paid to lighting, ventilation, temperature, noise level, and placement of furniture. If the physical facilities are uncomfortable, participants will find it more difficult to relax and to concentrate during the interview.

The psychological climate established is even more important than considerations of physical comfort. There should be warmth and no hint of tension, pressure, or hurry. Preliminary remarks should be interesting, non-controversial, and aimed at putting the counselee at ease.

During the interview possible goals compatible with the individual's interests and abilities can be explored as well as some suggestions made for practical steps to be instigated shortly after completing the counseling program.

One purpose of the interview is to encourage immediate action. A prolonged state of apathy or inactivity after completing the program may destroy the motivation which has been developed.

INDIVIDUAL COUNSELING

Any of the specific areas of counseling and the particular populations served through the group counseling, as discussed earlier, can be presented entirely on a one-to-one basis. This offering can be a special service to clients with particular needs or for those for whom group counseling is inconvenient or impossible.

CONCLUSION

The existing organizational situation, prospective clientele, and limitations imposed by physical facilities and available staff will determine the scope of the program.

CHAPTER THREE

Certificate

PROGRAM DEVELOPMENT

ABBIE O. SMITH, M.A. in Ed.

HOW TO DEVELOP CEW PROGRAM OFFERINGS

The programs developed for a continuing education for women center are determined by:

- the special needs of women
- administrative policy of the parent institution
- programs and services offered by other community institutions and organizations
- special needs of the community to be served
- the personnel and financial resources available

CEW programs can include any or all of a wide variety of services ranging from undergraduate and graduate credit courses and degrees to noncredit courses, workshops, seminars, and career training programs.

ACADEMIC CREDENTIALS

More and more women are seeking credentials recognized in the marketplace. A bachelor's degree is required for many occupations. CEW programs can offer credit courses that enable women to complete degrees at times and locations convenient to them. CEW administrators should plan noncredit academic skills review courses for those students who have been away from an academic setting for a number of years, offer opportunities to update old job skills or to learn new saleable ones, and teach ways to enrich leisure time.

CAREER SKILLS

Career certificate training programs include sessions in resume writing skills, interviewing skills, and job-hunting techniques. Potential employers are invited to student shows and program information sessions. Job referral services that include a system of sending resumes of job-seeking graduates to employers are important components of CEW programs.

BUILDING-IN EXCELLENCE

A CEW center starting with few resources and a one- or two-person staff can begin with a few carefully selected programs. Essential to success are administrators dedicated to providing high quality courses and services. Since the credibility of a program is directly tied to student satisfaction, too rapid expansion can result in poorly administered programs and dissatisfied students.

Begin with a basic counseling component then add a limited number of credit and noncredit courses and one or two seminars each semester.

PLANNING AND DESIGNING PROGRAMS

ASSESS COMMUNITY NEEDS

Begin by studying available demographic data. Subscribe to the local newspapers; read Chamber of Commerce community guides; analyze "Help Wanted" listings; gather information about new organizations moving into the area. Avoid unnecessary duplication at the beginning by making a survey of all programs already being offered locally, including those at the parent institution. Program planners should find out about the quality and reputation of other local programs.

MAKE COMMUNITY CONTACTS

Affiliate with community groups and organizations, interview employers, make as many contacts as possible, publicize plans and ask for suggestions.

Conduct a community-wide survey asking people to indicate their interests and needs. Offer free seminars, information sessions, or "education days" at a variety of locations and times that will serve the dual purpose of providing publicity and gathering information.

SURVEY THE FACULTY

A faculty survey will indicate which instructors want to teach additional courses or conduct workshops. The survey will also uncover programming suggestions. A questionnaire followed up by a phone call is an effective way to find interested faculty.

Enlist the advice and support of department heads. Inform other faculty in academic departments related to the subject area of the noncredit programs under consideration.

COLLECT RESOURCE MATERIAL

The more administrators know about the field of adult education the more likely will be their success in developing programs. Collect and study appropriate books and periodicals. Request brochures and flyers, and ask to be put on the mailing list of nationally recognized CEW programs known for their longevity and innovations.

Staff members should attend continuing education conferences, interview successful practitioners, and visit oustanding women's programs particularly those serving similar communities.

ORGANIZE AN ADVISORY BOARD

An advisory board can provide invaluable assistance in program planning and design and in obtaining institutional and community support. One overall board may suffice for the division or department. Comprehensive programs such as special career-training programs can benefit from separate boards. Administrators can avoid the common pitfalls of working with a board by keeping the following suggestions in mind:

- Identify potential board members by consulting practicing professionals in the area, professional associations, Chambers of Commerce listings, appropriate faculty members of local institutions, and Who's Who listings.
- Interview candidates for their advice on program feasibility, suggestions for the curriculum, instructional staff, and opportunities for graduates.
- Invite board members to serve a limited term (reappoint at your option).

- Inform the selected board that its purpose is to advise, teach, participate, raise funds, and to be advocates for the program.

- Announce at least two meeting dates for the year. Meetings should have an agenda and minutes should be maintained. The agenda should be announced well in advance of the meeting to allow time for preparation.

- Choose an expert to chair the board. This person might be a nationally known professional or a dean or department head.

- For easy workability, limit board size to approximately fifteen members.

- Invite some members because they are willing to work for the organization. Select others because their names will lend prestige.

Credit Courses

SELECTING COURSES

Each semester's offerings should permit new students to begin with appropriate introductory courses. Academic advising helps determine the needs of ongoing students, therefore, administrators who select courses must be experienced academic advisors. Surveying degree candidates and keeping records of courses taken by each student give administrators the information they need to offer appropriate courses. To attract new students, offer a wide variety of courses from many departments but continually make available courses that are required for the degree. Offering too many courses for a known population results in unworkably small classes and may require shifting students to other classes or cancelling courses altogether. The courses required in the first two years of liberal arts degree programs are often similar.

Offer Introductory Courses from the Following Disciplines

- English composition
- humanities (art, literature, philosophy, foreign languages, music, religion)
- social sciences (anthropology, economics, geography, history, political science, psychology, sociology)
- natural sciences (biological sciences, chemistry, physics, geology)
- mathematics or statistics

Also offer upper level courses that allow students the opportunity to complete major field and related department requirements.

Noncredit Courses

Offerings should serve varied community groups. (See chapters two and five.) Categorizing courses assists in selection even though the categories overlap and interlock. Some suggestions are:

- Academic review skills: Study Skills, Mathematics Refresher, English Review, Library Skills, Law School Admissions Test (LSAT), College Level Examination Program (CLEP), Graduate Records Examination (GRE) review courses.
- Career skills: Proposal Writing, Conference Planning, Written Communications, Running a Small Business, Group Dynamics, office skills.

- Leisure time or enrichment: foreign language for travelers, arts and crafts, sports, tours, diet and nutrition, ethnic cooking, photography, poetry, writing, literature, dance, music.

- Interpersonal skills: communication skills for special groups: parents, couples, singles.

- Personal economic value: money management, preserving foods, making clothes and other articles, investing.

Certificate Programs

After the administrator and advisory board research and agree upon program content, instructors are presented with the material as a guideline. Each instructor then completes detailed course outlines, further refining the program design. The program administrator keeps files of course content, handouts, projects, and bibliographies. If major changes in program direction are made at this time, the advisory board may be consulted for further critique.

When planning a multicourse program, have instructors meet to review and discuss each course. Assignments should reinforce the relationship of the subject matter from one course to the other.

Consider offering programs of several terms' duration that award certificates upon completion. An advantage of the certificate is that it gives participants a tangible reward for having completed an in-depth experience. The advantage of administering a certificate program is that students are admitted once and can be followed and evaluated over several terms.

Career Certificate programs are usually noncredit but can incorporate credit courses. Multicourse program offerings can include such titles as Small Business Institute, Legal Assistant, Publications, Fashion Design, Day Care Assistant, Landscape Architect Assistant, Management Specialist, Real Estate, Social Work Assistant, and Physicians' Assistant.

Certificate programs are usually career-oriented, often attracting persons already in a field who are interested in further training. However, most applicants come to the programs to gain skills for a new career. Job referral should be provided for students. Applicants should be given a realistic view of employment potential. If graduates from a career training program are unable to gain employment in the field, the program should be discontinued. Prevent this possibility by using community surveys to predetermine employers' needs, and by consulting professionals in the field, advisors, and teachers.

Programs designed to train for careers should encompass resume writing skills, interviewing skills, and job-hunting techniques. Potential employers should be invited to attend student shows and program information sessions.

ADMINISTRATION OF THE PROGRAM

INSTRUCTIONAL PERSONNEL

Selection of instructors depends upon the regulations and policies of the parent institution. Often heads of academic departments alone have the authority to staff credit courses for continuing education departments. To secure the services of a desired professor, schedule the course during his or her free time.

Noncredit course staffing is usually a CEW responsibility and planners should choose from as many qualified applicants as possible. Instructors who have advanced degrees add to the reputation of noncredit courses. Determine the academic credentials, professional reputation, and instructional skills of each potential faculty member. Invite each to guest lecture in current classes.

Orientation for Instructors

Orientation sessions should be held for all instructors prior to the beginning of each semester. These sessions are essential for instructors who are leading authorities in their fields but lack experience in teaching.

Provide a variety of materials such as maps, library regulations, and parking information. Discuss administrative policies and distribute such printed handouts as the following:

Procedures for Noncredit and Certificate Program Instructors

- Resume and course proposal should be submitted before the initial interview.
- Confirming letter and statement of payment dates will be sent after appointment. Included will be check-mailing requests, parking application, and tax forms.
- A syllabus (detailed lesson plan) is required at least one month after appointment. Materials are available in the office to assist in this task. Observations of current classes in session is strongly recommended.
- Textbook orders must be placed at least three months in advance. Desk copies may be arranged with the publisher.
- Attendance will be taken and turned in with grade sheets or CEU's at the end of the course.
- Grade sheets or CEU's must be submitted no later than two weeks after the semester ends.

- Incompletes may be given a student unable to finish the coursework within the grading period. A specified deadline not exceeding one grading period must be agreed upon.

- Assignments and projects must be able to be completed within the time period allotted for the course taught.

- A "calling tree" must be set up the first night of class to deal with emergency notification of class members. If an instructor is forced to miss class, prior standing arrangements must be made for a guest lecturer or class must be made up later.

- Guest lecturers may be used. The names, addresses, dates, and profiles of all guests invited to speak to the classes should be put on file in the office.

- Faculty meetings are scheduled prior to the beginning of each new term. These meetings provide a final opportunity for review of plans and for submission of final syllabi for critique. Attendance is required.

- A work-study assistant who is on tuition remission will be in each class. These assistants to the administrator will make general announcements, handle materials, and have an office key in case of emergencies.

- Individual student conference space must be scheduled in advance during the hour before class. Send around sign-up sheets in class and inform the office of your space needs for the entire term.

- Class materials will be duplicated by University multilith or xerox. Materials duplicated outside are often more expensive and may not be reimbursed. Copy that is clean, typed, and ready for duplication must reach the office a week before needed.

- Instructors must carefully calculate the number of handouts required for the term. Handouts are encouraged, however, materials fees are charged students for those courses taught with handouts rather than textbooks.

- Class evaluation forms will be handed out before the final class. Class time should be allotted for students to complete and return these anonymous questionnaires.

- Graduation exercises and a reception will be held for year-long certificate program graduates at the end of each term. Attendance is required.

Establishing Rapport with Adult Learners

- Be enthusiastic about subject matter (as well as the program) and show eagerness to impart this information.

- Have well-organized class outlines, handouts, and bibliographies to simplify and eliminate copious notetaking.

- Give substantive presentations (adults increasingly consider themselves consumers of education and are impatient when too little is offered).

- Be aware that adult learners expect to be treated as adults and spoken to on an adult level. Some are professionals in this or other fields.
- Be supportive of participants' efforts and patient in helping students who have different educational backgrounds or experience.
- Make assignments using problems and examples that relate to real-life work situations and make good use of required texts.
- Be responsive to participants' need to know how they are doing in class (grades), and make clear assignments that allow each participant to understand how to succeed in the course.
- Handle controversial issues and difficult attendees firmly and fairly.
- Know professional associations, journals, writers, leaders, and employment opportunities in the field.
- Be quick to learn each participant's name (desk cards or name tags should be used for the first few sessions).
- Be aware that quickly-returned projects reinforce learning.
- Meet commitments to the class and expect the class, in turn, to meet set deadlines.
- Involve and encourage all to participate; use a variety of teaching techniques in class.
- Arrive before class begins to check out physical arrangements, audio-visual equipment, number of chairs, ventilation, and to meet guest lecturers or cope with unexpected emergencies.

Initiating and Maintaining Classroom Control

- Start promptly. This sets the tone of the following sessions and minimizes subsequent problems with stragglers.
- Welcome participants, announce course title, introduce yourself, and establish your own credentials.
- Briefly review the objectives of the course and distribute course outlines.
- Make announcements that include such information as scheduled class breaks and locations of facilities.
- Ask attendees to introduce themselves, give their background and their objectives in attending the program.
- Learn students' names quickly and use them. Using first names establishes a pleasant atmosphere.
- Use "we" instead of "I" to let participants know this is a joint venture in learning.
- Gain the respect and friendship of the class and occasional hecklers or complainers will find no support for their behavior.
- Respond to questions openly and directly. When you do not know an answer offer to find the information -- and do so.
- Avoid criticism, jokes, or remarks about the facilities, the administration, or the participants.

- Look directly at the class; talk to attendees with eye contact.

- Change the pace of your presentation when signs of fatigue are obvious. Increase voice volume and rate of delivery; move about the classroom; introduce audio-visuals or a discussion period; and don't forget to give a coffee or restroom break.

- Allow a period for questions. Give participants a chance to gather their thoughts; wait quietly for at least 15 seconds; ask your own questions if none are forthcoming.

- Make assignments clear. Long term projects should be given in writing as handouts.

- Be a showman. Instructor's performance must be interesting, well-organized, stimulating, and should maintain class interest.

SCHEDULING

Scheduling is based on the targeted population, the regulations of the institution, and the nature of the community.

Planners for urban institutions should consider adding suburban locations. Off-campus locations must be selected for their proximity to major transportation routes and services, parking facilities, number and size of classrooms, and facilities such as tables, blackboards, restrooms, kitchens, night lighting, and general safety. Schools, churches, hotels, and commercial establishments often offer space for a nominal fee or as a community service without charge.

Class meeting times will depend on the population to be served. Programs for homemakers should be located in the community to be served and during children's school hours. Employed persons must have evening, weekend, or on-site scheduling.

REGISTRATION

Credit course registration procedures must follow institutional rules and procedures. In scheduling credit course registration off-campus, select a variety of locations and times and always include academic advising. Noncredit registrations can usually be made by phone or mail.

Admission requirements should be set for some noncredit and certificate programs. (See chapter four.)

RECORD KEEPING REQUIREMENTS

Credit course records are kept and official transcripts are sent by the registrar's office, but always keep class rosters as permanent records. These records are needed for follow-up, for maintaining financial records, for academic advising, for student referral, and for planning activities.

When granting Continuing Education Units (CEU's) to noncredit program participants, collect information on each student and keep accurate attendance records. (See Appendix for registration forms, attendance record and permanent file cards.) Rosters for each class must be kept and permanent numbers assigned to identify courses. A checklist of necessary files should include:

- credit class rosters with grades
- noncredit rosters with earned CEU's
- chronological files of course offerings by semester
- current faculty
- applications of potential faculty by field
- transcript files
- academic advising
- textbook lists for courses by semester
- income and expenses records on each program by semester

FINANCIAL CONSIDERATIONS

CLASS SIZE

Most continuing education courses and programs are dependent upon sufficient registrations. Deciding minimum class size may simply be a matter of conforming to institutional policy. If there is no institutional policy, compute overhead, instructional and program costs and allow a margin for potential drops. Calculating too closely, or failing to make allowance for drop-outs, may result in financial loss.

If credit courses must be cancelled because of low enrollment, an academic advisor can suggest to the students which substitute classes are appropriate to their academic programs. Suggest an appropriate substitute for every registrant in a cancelled course.

INSTRUCTORS' SALARIES

Credit course instructors' salaries are determined by institutional policy. When using full-time staff, check which rules pertain to hiring full-time and part-time faculty and administrators. Salaries are based on faculty rank and are a factor in selecting instructors.

Noncredit instructional salaries often are determined by institutional policies similar to those in credit courses. When the responsibility of setting salaries is left to the Continuing Education department, the salary scale should be made comparable to that of credit courses. Compute salaries on the basis of cost per classroom hour of instruction.

In deciding whether or not to run a noncredit course in which the number of registrants is low, evaluate what investment already has been made in staffing, designing, and publicizing the course. Instructors are often willing to take a lower salary the first semester in order to affiliate with the institution or to help the class "go" in succeeding semesters.

ADDITIONAL FEES AND COSTS

Businesses, schools, libraries, churches, and community centers may make off-campus classroom space available without cost. It is wise to offer a modest fee to reserve space and to defray costs for janitorial services and utilities. Clerical services for instructors should be kept to a minimum.

A materials fee is charged for non-textbook courses requiring large quantities of duplicated instructional materials. Set fees at a realistic level and keep accurate expense records.

Courses appealing to a specific group such as "Grantmanship" seminars for nonprofit organizations, "Report Writing" for federal employees, and "Time Management Techniques" for executives require a separate flyer and a target population mailing list.

INSURING A HIGH QUALITY EDUCATIONAL EXPERIENCE

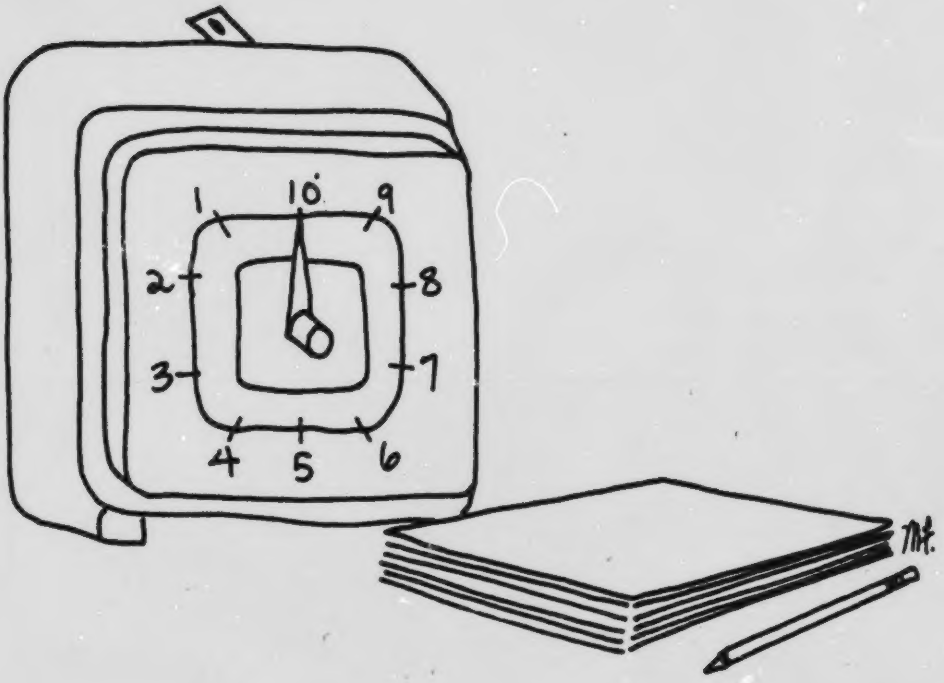
A well-publicized program begun in response to carefully researched community needs and staffed with trained, conscientious, and enthusiastic instructors should be highly successful; however, fields change, instructors grow stale, and job opportunities for career-oriented programs diminish. A program will not remain viable unless it is constantly reassessed and changed to meet evolving conditions.

Ask participants, instructors, administrative staff, advisors, and graduates' employers to critically evaluate the programs. Study carefully the results of questionnaires. Examples of student evaluations are located in the Appendix.

Tangible evidence such as grades, attendance sheets, registrations, and numbers of students referred by former participants should be periodically reviewed. The administrator should monitor similar programs in the community and seek to work cooperatively with other institutions to avoid duplication of services.

Quality educational services for women will be insured by a program that is ever alert to reviewing local and national trends, searching out special community needs, maintaining contacts with diverse groups of professionals, and is willing when necessary to reshape its structure in response to changing times.

CHAPTER FOUR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EVALUATION SERVICES

MARJORIE M. PARKS, M.A.

INTRODUCTION

Evaluation is an integral part of any comprehensive program of continuing education for women and may involve a number of different evaluation processes.

Evaluation of the individual includes assessment for counseling purposes, admission to specific programs, and for making recommendations for financial aid, jobs, or academic study.

Evaluation of programs includes assessment of collected data and information from students, former students, and instructors.

In addition, the related functions of research, financial aid, and job referral involve evaluation processes.

EVALUATION OF THE INDIVIDUAL

Evaluation of the individual plays a vital role in the relationship between the counselor and the person being counseled. For the latter, it leads to gaining an understanding of her own abilities, motivation, interests, and personal characteristics. It provides an equally essential device for the counselor who needs to know as much about the individual as possible.

Evaluation is a necessary tool in the selection process for programs having admission requirements such as special courses, degree, or certificate programs. In such cases where it is important to select students likely to succeed, the purpose of assessing the individual is to provide information about ability, academic potential, motivation, and goals. It is to the advantage of both the applicant and the program to consider all available information rather than depend primarily on rigid standards such as cut-off scores or certain grade point averages.

Other situations in which it is necessary to evaluate an individual would include making a recommendation that the person be considered for a job opening, for admission to an educational institution, or for financial aid.

Information from many sources may be used to make an individual evaluation: psychological tests, application forms, registration forms, questionnaires, transcripts, interviews, personal observation, and written assignments.

In a counseling program, all methods might be used; for admission purposes, tests, transcripts, applications, and interviews could suffice. Recommendations for jobs or to educational institutions should be made on the basis of the information available, such as the file of one who has formerly been counseled or the performance and test grades of a student in a certificate program.

TESTING PROGRAM

Psychological testing can make a valuable contribution, though a small CEW program may not use any at all. While the extent can vary considerably, however, most programs will arrange for some testing. It may be handled by the program's staff, through the services of another department in the institution, or through an outside agency.

Cost will be a major factor in the extent to which psychological tests are used in a CEW program. The initial cost of test materials plus the continuing costs of scoring services and/or hand-scoring, professional staff time in administering the tests and interpreting the results, and clerical staff time in record-keeping must be considered in budgetary planning.

Selection of Tests

Consideration in selecting tests are: the purpose to be served, the population to be tested, the time, facilities, and staff available.

In a counseling course, it is recommended that interest, aptitude, and personality tests be used. For admission to programs, aptitude tests only are usually sufficient.

Some suggestions are:

Interest An interest inventory can assist each individual in assessing interests related to various career fields, possibly confirming and/or suggesting new areas:

- The Strong-Campbell Interest Inventory compares an individual's interests with those of people actually employed in different occupations, measures relative interests in basic interest areas, and relates the results to Holland's six occupational themes.
- The Kuder Occupational Interest Survey, Form DD also measures the extent to which a person's interests are similar to those of people employed in different occupations, and the Kuder Vocational Preference Record, Form C, measures interests in broad vocational areas.
- The Holland Self-Directed Search classifies individuals into six occupational groups (Realistic, Investigative, Social, Artistic, Conventional, and Enterprising) in terms of self-estimates of interests, competencies, and preferred activities.

Aptitude Aptitude tests provide estimates of an individual's relative strengths and weaknesses. In a counseling program, it is desirable to include more than one aptitude test so that for each individual there are measures of different abilities as well as several measures of selected aptitudes. For example, it is useful to have more than one verbal score, such as vocabulary and verbal reasoning, thus providing the counselor with evaluations of several dimensions of the individual's verbal ability.

- The Differential Aptitude Tests are a battery of eight tests, all or part of which may be used. The eight tests are: verbal reasoning, numerical ability, abstract reasoning, clerical speed and accuracy, mechanical reasoning, space relations, spelling, and language usage.

- The General Aptitude Test Battery (GATB) developed by the United States Employment Service, is an established test battery which measures a number of aptitudes. It is especially useful because, on the basis of extensive research, the scores can be related to jobs listed in the Dictionary of Occupational Titles and to Occupational Aptitude Patterns.*

  The complete twelve-part General Aptitude Test Battery measures the following: general learning ability; verbal, numerical, and spatial aptitudes; form perception; clerical perception; motor coordination; finger and manual dexterity.

  Arrangements can be made with a State Employment Commission for a qualified staff member to be trained in the use and interpretation of the GATB.

  Since the use of this test battery is controlled, the actual testing may be handled in either of two ways: 1) arrange for clients to be tested by the Employment Commission and the results sent to the counselor; or 2) make a contractual agreement with the Employment Commission which enables the counselor, after being trained, to purchase and use GATB materials.

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*Described in Manual for the USTES General Aptitude Test Battery, Section II: Norms.

- Other aptitude tests which might be used are the College Qualification Tests, the Otis-Lennon Test of Mental Maturity, and the School and College Ability Tests.

Personal Characteristics Personality inventories provide some measure of the individual's personal characteristics, thus enabling the counselor to better understand the counselee. Such tests also help the individual in self-understanding.

- The Thorndike Dimensions of Temperament, the Sixteen Personality Factor Questionnaire, and the Edwards Personal Preference Schedule are examples of personality tests that are useful at the adult level.

- Values and attitude surveys that provide another dimension include Study of Values, Work Values Inventory, and the Adjective Check List.

Test Supplies

Most test publishers restrict the sale of tests in accord with the principles stated in the Ethical Standards for Psychologists, published by the American Psychological Association. Eligibility to purchase tests is determined on the basis of training and experience.

The major test publishers are: The Psychological Corporation, Educational Testing Service, Consulting Psychologists Press, Inc., Institute for Personality and Ability Testing,and Scientific Research Associates, Inc. (See Appendix.)

Testing supplies should be ordered six to eight weeks before the scheduled testing dates to allow time for the mechanics of placing the order and having it shipped. Supplies needed will include test booklets, manuals, answer sheets, keys, timers, and pencils.

Only authorized persons should have access to test materials and a system of control should be established. Tests should be kept in a locked file or cabinet. They should be counted when removed and when returned. After use, the test booklets should be examined so that marks can be erased and any damaged tests destroyed.

Test Administration

Standard procedures are so important in the administration of psychological tests that it is essential for those giving the tests to be well trained. Ideally, the administrator should have taken the test herself so that possible problems can be anticipated.

The manual should be studied carefully to understand special instructions and the need for materials anticipated. If several counselors will be administering the tests, special training sessions may be necessary.

Before the testing is begun, a few general remarks will help put the group at ease. The test administrator should explain the mechanics of the test taking to the group: the type of test, the number of parts, the timing involved, and the use of answer sheets.

The importance of standardized testing procedures cannot be overemphasized. In the case of GATB, for which the test administration procedures are very structured and rigid, the manual must be followed exactly. One administrator or assistant is required for every ten to fifteen individuals being tested. This ratio must be maintained regardless of the size of the test group.

In all testing situations, assistants can be responsible for distributing test materials and pencils. They should circulate through the room while instructions are being given and during the testing period, checking to see that everyone is following the directions and making the correct type of marks on the answer sheets.

When the test is completed, the assistants collect and count the tests. One device for assuring the return of every answer sheet and test booklet is to instruct the group to insert the answer sheets inside the booklets before handing them in. Otherwise it is easy to miss a booklet that has been left on a desk.

The physical facilities for testing are also important. There should be good light, comfortable seating and writing arrangements, and freedom from distraction for the test takers. Consider the possible need for a microphone. Adverse testing conditions can affect the test results.

Scheduling

In scheduling tests for a counseling group, the following recommendations should be kept in mind:

- Tests should be scheduled early in the course to allow time for scoring.
- Most tests should be administered in a controlled testing situation because of the importance of protecting test materials. (One exception is the Holland Self-Directed Search.)
- When scheduling a series of tests, it is better to schedule an untimed interest inventory test first because it is less threatening than an aptitude test.

> The optimum time to schedule an untimed test is toward the end of a class period allowing each person to leave when finished.
>
> Although untimed tests are usually completed in a certain time, there may be a few individuals who take much longer to finish.

There are other considerations involved in scheduling testing as part of an admission procedure. If there are many applicants, it may be most practical to schedule on a regular basis throughout the year. If the groups are small and infrequent, it may only be necessary to test shortly before the application deadlines.

The characteristics of the groups being tested may determine the most feasible time of day and even the day of the week. If most applicants are employed, a noon-time or evening testing session may be most convenient. If some are from out-of-town, a week-end day may be the best choice.

Test Scoring and Recording

Some answer sheets must be sent to a computerized service for scoring. For others, there is the option of using a scoring service or scoring by hand. This decision will depend on time, personnel, and budget.

In the case of tests to be sent away for scoring, it is prudent to mail them either First Class; Registered or Certified; or Fourth Class, Special Handling, Insured. A record should be kept of the tests sent, the date sent, and the date returned.

It is conceivable that a package of tests could be lost in the mail, and it is therefore useful to have a record. In the case of loss, an insured, registered, or certified package may be traceable.

When tests are scored by hand, it is important that the scorer be instructed in the procedure. Each test should be scored by one person and checked by another. The percentiles should then be determined by referring to the appropriate norm tables.

The record form to be chosen will depend on the use that will be made of the data and the form in which it is to be kept. In a counseling program, a record form should be devised on which to report the test scores for each individual. A duplicate may be kept in confidential files.

If accumulated data is desired, a comprehensive form will be needed for recording all the scores in each group.

Test scores for applicants for admission will need to be recorded for the use of the admissions officer or committee, as well as a master accumulative record.

Ethical Considerations

In planning and developing a testing program, follow the principles published by the American Psychological Association in "Ethical Standards for Psychologists" and by the American Personnel and Guidance Association in "Ethical Standards." These publications offer guidelines regarding selection of tests, qualification of users, test administration, use and interpretation of test results, and test security.

Other considerations involve the awareness of possible problems that may arise when testing adults. Adults may be anxious about taking tests because of unfamiliarity with the testing situation. The counselor should also be aware that an adult, even though functionally just as capable, may perform more slowly than a younger person on a timed aptitude test.

Individuals from different cultural backgrounds will also perform differently on most tests. Few tests are culture-free. The professional counselor should be aware of circumstances that might affect test results and interpret the results with caution.

GATHERING OTHER INFORMATION

Registration and Application Forms

The purpose of using a registration form is to obtain information from an individual. The information may be minimal: name, address, telephone number may be all that is needed if it is a simple registration for a noncredit class.

A more detailed application form is desirable for an individual applying for admission to a certificate or special program. It should include, in addition to basic personal data, space for information on educational background, as well as work and volunteer experience. A question about the applicant's reasons for applying to that particular program is often very useful in the evaluation process.

The scholarship application is another type of form. Its purpose is to provide information about the applicant's background, academic status and plans, and financial situation and is used to help make objective decisions about scholarship awards.

Use judgment about requiring a detailed listing of financial assets and liabilities. Often the woman's personal financial need has little relationship to the family's financial situation. It is, however, important to obtain some indication of why the aid is needed. If, on the other hand, the applicants are independent adults, more detailed financial information may be necessary in order to select the most worthy recipients. (See Appendix for examples of registration and application forms.)

Counseling Questionnaires

While a simple registration form is often used for those registering for a counseling program, a detailed questionnaire may also be utilized. (See Appendix.) Such a questionnaire should cover basic personal information and detailed data, as well as information about spouse and children, parents, past activities, expectations, and attitudes. Use of the questionnaire in the self-assessment process is discussed in chapter two.

It can also be designed to provide data for research projects. If it is to be used for research, however, protection of identity is essential and a coding system should be used.

The Interview

As discussed in chapter two, interviews are usually included in a counseling program. They may also be required of applicants to certificate programs or for financial aid. The purposes are different, but the personal interchange is an aid in evaluating the individual's attitudes, motives, and personal characteristics.

Admission Requirements

In addition to test scores, application forms, and interviews, other sources of information may be required in order to make fair consideration of application for admission into certificate and special programs. The type of program, level of instruction, and complexity of the course material will determine the type of students who can be admitted and therefore the admission requirements that would be relevant.

College transcripts are very useful in predicting future academic achievement. Transcripts reveal grades, courses taken, changes in grade point averages during the course of study, and honors received.

Letters of recommendation from former professors or employers may be helpful in assessing a person's qualifications, sometimes for what they don't say as well as for what they do say.

Other test scores may be required. For instance, scores on the Law School Admission Test may be required of the applicants to a Legal Assistant program. Scholastic Aptitude or Graduate Records Examination scores could also provide useful information in some cases.

A writing sample could be utilized as an additional source of information as an admission requirement. It could be incorporated in the application form or administered as a test. In either case, the purpose would be to provide a sample of the applicant's use of English and her ability to express and integrate ideas.

EVALUATION OF PROGRAMS

The accumulation of information about a program and its participants is necessary to the continuing process of evaluation.

Demographic information about participants or students can be obtained from questionnaires and application forms. Tabulation of data on age, marital status, education, occupation, number of children and other selected items on each class reveal changing characteristics of the population. This information can influence future decisions in program planning. It is also often of interest to the participants themselves.

Follow-up questionnaires can also be used effectively. Periodic collection of information about the activities of former participants can be very helpful in assessing the effectiveness of a program.

In a counseling program, for example, it would be of interest to know how many women had continued their education, found employment, or made other changes in their lives. For a career training course, an analysis of the former students' employment, including types of jobs, salaries, firms or agencies, and degree of responsibility might affect program planning and job placement procedures.

Other factors that should be continually assessed are: changes in enrollment patterns, student needs, and changing institution requirements, as well as subjective course evaluations from instructors and students. Such factual and subjective information is necessary to the successful planning of course offerings.

RELATED EVALUATION FUNCTIONS

Research, financial aid, and job referral are functions which may be included in a CEW program and which involve evaluation processes.

RESEARCH

The importance of utilizing the opportunity to accumulate research data about women participating in a continuing education for women program cannot be ignored.

As noted before, the basic information on registration and application forms provides considerable demographic data. These data, together with personal information obtained from the counseling questionnaire and aptitude, interest, and personality test results, can be invaluable sources for research studies on women.

It must again be emphasized, however, that this type of information and data must be handled with caution to protect confidentiality.

FINANCIAL AID

Financial aid for the mature part-time student has not generally been available and, therefore, may be an important part of a CEW program.

Establishment of a financial aid program might even be the first step in initiating a CEW program. Women who wish to return to school often have no funds set aside for that purpose and no income of their own. In some cases, even if the financial need is not compelling, the psychological boost of receiving a scholarship award can be tremendously important to a woman with little self-confidence.

Fund-raising for scholarships is a continual process and the most effective methods will vary according to location, size and nature of the institution, and the size and characteristics of the community.

Appeals may be made to local businesses and civic groups, to former students, and to other individuals. Benefits of various types can be held, attracting interested people in the community.

Many private foundations make grants for student financial aid. Check the Foundation Directory for suggestions.

In addition to scholarship awards, a program of low-interest loans established by the CEW program is another way of providing financial assistance. The repayment schedule can be arranged on an individual basis, usually beginning after the recipient has completed the training or degree.

Many women are more comfortable accepting a loan than a scholarship award, since they are accepting the responsibility of repayment. They have the knowledge that their repayment will be used to assist another student.

JOB REFERRAL

Many women who come to a CEW program are primarily interested in returning to the job market. The extent to which the staff assists in actual job placement can vary from no assistance at all to an active job placement service, and will depend on the goals of the program as well as budgetary considerations.

The simplest procedure is to post all job information coming to the CEW office. Interested clients are free to note jobs of interest and to follow through on their own.

In a counseling program, knowledge of a woman's abilities, personal qualities, and goals makes it possible to select those qualified to refer for appropriate jobs. In a small CEW program, the counselor knows most of the women. In a large program, the staff member who is aware of the job may not know the applicants. A system of classifying and cross-referencing applicants' qualifications can be established, which makes it possible to quickly locate the appropriate individual for a particular job.

A more complex job placement service might include actively seeking and developing full-time job openings within the community. A campaign to stimulate the interest of employers in hiring qualified women, and to make them aware of the need for part-time jobs, could result in more openings for women.

CONCLUSION

In a continuing education for women program, the assessment of information about an individual is essential in counseling, admissions, and referral. In addition, the information and data gathered through the evaluation processes are important to the internal integration and growth of the program. Such data can also provide an invaluable resource for research which could contribute to the knowledge and understanding of women in our society.

CHAPTER FIVE

COMMUNITY SERVICES

MARIAN S. COSGROVE, M.Ed.

INTRODUCTION

Community Services is a term which expresses the total outreach of a continuing education for women program. In that context, all CEW activities are a part of this category. In this chapter we will discuss three components: first, the functions of reaching the community through public relations for the entire CEW program; second, student services which makes continuing education available to more women; and third, the creation of programs for special populations in business, industry, and government. The last function not only creates direct income, it also publicizes the entire program.

REACHING THE COMMUNITY

SPREADING THE WORD

Satisfied participants are the most effective agents for attracting others. The reverse is also true, however. Make every effort to handle each inquiry with empathy and efficiency, and to continue this attention to individual needs throughout the period of association with the program. Staff and faculty are also important in their contacts with the public. In addition to the dissemination of information from these most closely associated with the program, there are various other methods of securing unpaid publicity which may be utilized. Schedule paid advertising as well, within budget limitations.

UNPAID PUBLICITY

Because most CEW budgets do not permit as large a schedule of paid advertising as desirable, it is important to maximize unpaid publicity. Public relations efforts will be discussed in the sequence in which they are most likely to be used.

Participants

Those currently enrolled and those who have completed various CEW programs will discuss their experiences continually on an informal basis. Those who are particularly enthusiastic may be scheduled in a structured situation. They may appear before community organizations, organize "friends of the program", assist in information fairs and fund-raising activities, and be enlisted to distribute printed materials. It is important that all volunteers be completely informed about current trends in the program in order that they give accurate information.

Staff and Faculty

CEW employees also generate publicity by participating in professional groups, speaking at club and association meetings, and visiting business and government offices. It is wise to distribute staff memberships among a number of diverse organizations for greatest possible exposure. Printed materials may be distributed when any of these contacts is possible.

Programs for Special Groups

As will be discussed in the second half of this chapter, the process of bringing workshops, credit courses, noncredit courses, or counseling programs to business and government locations is in itself a method of publicizing the entire CEW program.

News Media

Some unpaid publicity is available in the printed and electronic news media. Keep in mind these suggestions for securing the maximum amount of such cooperation:

- Innovative ideas or programs will have greatest acceptance; "piggy-back" general information on the new idea.
- Feature participants from the local area served by the medium.
- Paid advertising scheduled in the same medium will secure cooperation for additional unpaid publicity.
- Professional preparation of material is essential (check medium for proper style).
- Adhere scrupulously to all deadlines.
- Clearance from one's parent institution is the same as for paid advertising.
- Keep lists of contact persons at all media current, and include them on regular mailing lists to receive all the program's printed material.
- Remember to write thank-you letters after any special effort has been made and at regular intervals to all public relations contacts.

Newspaper and Magazines Feature stories and new information will have the greatest acceptance. Furnish daily and weekly newspapers, appropriate magazines, and newsletters such material on a regular basis. These considerations will help secure publication:

- Place name of institution, department name, person to contact, and telephone number in upper right-hand corner of page.

- Identify all pages of copy with name of institution and topic of story (your suggested headline).

- Leave adequate space at top of first page for publication to insert a headline. You may suggest this headline, but it may be altered.

- Type material double-spaced.

- If photos are sent, furnish black-and-white glossy prints, with accurate identification of those pictured from left to right typed on a small sheet of paper, and glued to the bottom of the photo. Protect photos by cardboard inserts in envelopes; furnish stamped return envelopes with requests for returns.

- Use printed release forms to secure permission from those featured in photos or stories.

Well-written news releases are often run without change in small publications. Larger publications will be generally more responsive to advance phone inquiries, after which they may assign their own reporter to cover the story.

An excellent source of unpaid publicity in newspapers is the calendar-type notice of upcoming events.

Television Electronic media are required to devote a proportion of their time to public service. Because TV advertising is generally too expensive for a CEW program to purchase, it is important to try to gain exposure on complete public service programs or through public service announcements.

Explore general topics of "series" of public service programs run by various TV stations. A contact with the public service manager may give clues to areas which could publicize parts or all of the CEW program.

Brief announcements are accepted for public service use by TV stations, particularly on matters of high public interest.

These suggestions may be helpful in preparing copy for TV shows or announcements:

- Place name of institution, department name, person to contact, and telephone number in upper right-hand corner of page.
- Identify all pages of copy with name of institution and topic of story.
- Identify copy as PUBLIC SERVICE.
- Type copy, double-spaced, ALL CAPS.
- TV copy is written in two columns, thus:

VIDEO:	AUDIO:
(INSTRUCTIONS FOR WHAT IS SEEN)	(INSTRUCTIONS FOR WHAT IS HEARD)

- Video material for public service announcements usually consists of slides with identification of program, address, and phone number.
- Slides are used at beginning and end of full TV programs for identification; other material can be furnished as slides, photographs, or other visual aids depending upon station's equipment.

- For more explicit instructions as to individual station style and proper use of instructions, ask TV station.

Radio Although a decision may be made to purchase some radio time, public service programs and announcements will usually furnish the bulk of coverage a CEW program will obtain in this medium.

Rules for contacting public service managers are the same as for television stations. Both entire programs and spot announcements may be available. When radio spot announcements have been purchased on one or more stations, it may still be possible to secure similar announcements as public service on other stations.

Suggestions for preparing radio copy include:

- Place name of institution, department name, person to contact, and telephone number in upper right-hand corner of page.
- Identify all pages of copy with name of institution and topic of copy.
- Identify all copy as PUBLIC SERVICE.
- Type copy double spaced and ALL CAPS.
- Identify length of announcement, i.e.: 20-second (count this as about 40 words); 30-second (about 60 words); one minute (about 120 words) at left of copy.
- Station breaks (20-second) and 30-second announcements are most likely to be used in public service time.

Open House

Various types of open houses can be conducted for low cost. Use to publicize general programs, special courses, or to keep target groups informed.

Remember that invitations and refreshments will involve a cost, and budget for as paid advertising.

The open house type of entertainment is an extremely important function for publicizing the program.

PAID ADVERTISING

Budget Considerations

Preparation of an advertising budget presents difficult policy decisions for either new or ongoing CEW programs.

Delegation of some positions to well-trained volunteers is a budget-stretching device that is particularly useful in a new program.

Budget-control officers need to be continually reminded that the returns from the program are directly related to the efficiency and scope of the community services operation within the program.

The advertising budget may include:

- paid advertisements
- printing
- entertainment
- travel

Base the total budget on the size of the market, total income the program is expected to generate, and number of similar programs in the same market. A new program, or one in an area with many adult education programs, will require a proportionately large advertising expenditure. Experience over the years will make it possible to estimate the amount of unpaid publicity to expect, and to supplement by the advertising budget.

Schedules

Set advertising schedules well ahead of the time period involved. A continual analysis of sources of phoned and written inquiries makes a valuable guideline for next year's advertising placement.

As in the case of "Unpaid Publicity", the types of "Paid Advertising" will be treated here in the order in which they may be initiated by a new program. Where media were listed first under "Unpaid Publicity", suggestions for their effective use will not be repeated.

Printed Materials

Printed pieces to be mailed and distributed often form the backbone of a CEW public relations effort. These materials may include catalogue/brochures, flyers for individual or correlated groups of programs, newsletters, and posters.

Catalogue/Brochure Plan this principal printed piece to list all the offerings of a CEW program for a year (or term) with an amply-timed production schedule. As discussed in chapter three, hold a program-planning meeting with all decision-makers early in the preceding calendar period. At this time, evaluate program offerings with a screening of old and new ideas. Study similar offerings in the same market, particularly when beginning a new CEW program.

A small public relations staff will profit from dealing with a competent printing firm, indicating size of budget and general requirements. Sometimes the public relations department of the parent institution, an advertising agency, or a class engaged in publications techniques will offer these services to a fledgling program.

Flyers Less comprehensive and less expensive than the catalogue/brochure, flyers can give more detail about individual programs or correlated groups of programs. Carry some reference to all other CEW programs on each flyer, even though the major purpose is to elaborate the content of these individual courses. Consider designing flyers to double as posters.

Newsletters Utilization of the newsletter format offers the opportunity to include items about past and present participants' activities. Highlight innovations in the program, together with some historical information for those readers having no previous exposure to the CEW program.

Production Schedule A public relations staff will often find difficulty in securing materials from the balance of the CEW staff in ample time to achieve desired distribution dates for printed material. A check list to which dates may be attached, working backwards from distribution time, looks like this for a major printed piece (less complicated schedules apply to flyers and newsletters):

- designing (see discussion of mailing for size and weight considerations)
- quotations for costs
- securing copy from all parts of the program, with art work or photographs to be used
- obtaining approval at all necessary levels
- type-specifications and type-fitting to layout
- type-setting (this may be typewriting in the case of supplying "camera-ready" copy)

- first ("galley") proofs with all approvals and corrections
- page proofs
- "blue-line" or "Van Dyke" showing material as it will appear in final printed piece
- last check for errors and final approvals
- printing (this may be mimeographing for some flyers and newsletters, eliminating some of above processes)
- folding or stapling
- delivery
- labeling
- sorting
- mailing/distribution (see elaboration of this process, which follows)

It is usually wise to secure expert advice for more detailed printing instructions.

Mailing Bulk mailing is usually the most practical (and always the least expensive) method for mailing to a large list. At least 200 pieces must be mailed at one time, using a special permit, with proper information printed on the label portion of the mailing piece, or on envelopes, if used. The U.S. Postal Service or the mailing room of the parent institution can provide regulations.

As weight is an important factor either in bulk mailing, or in subsequent first-class mailings to supply individual inquirers, design the mailing piece with weight in mind. Consider also the size of envelopes available.

Mailing lists are the lifeblood of any educational program. Compile the general list from all present and former participants, inquiries received by mail or telephone, contacts made by staff and volunteers, and lists of other appropriate groups when available. Lists may be purchased which are of great value for target mailings about special programs. Initiate a continuing system to cross check the master mailing list for duplications, and to remove names when mail has been returned as undeliverable.

Other Distribution A geographical plan for the area served might include locations such as libraries, churches, shopping center bulletin boards, women's centers, physicians' waiting rooms, and training offices of businesses and government. If volunteers are available, they may supplement staff to achieve rapid distribution. Contact responsible persons at each location so that pieces are displayed and utilized.

Accomplish continuing distribution through supplying all staff, faculty, and volunteers with materials for appropriate meetings and locations outside those serviced in the geographical distribution.

Publication Advertising

Newspapers and Magazines Place ads for the entire CEW program in selected local newspapers, usually at the beginning of each class term. Consider also placing ads in special magazines and publications.

Mechanical Requirements Provide ads to publication in finished form (type set, illustrations in place, glossy print or "mat" of entire ad furnished) where possible. In this way, appearance of the final advertisement is controlled. However, a limited budget may dictate having the publication set the copy. In each case, publications will provide mechanical requirements as guides for submitting material.

Proof of Performance Require tear-sheets showing ads as run with all invoices for publication space.

Electronic Advertising

Television TV time is usually more expensive than a CEW budget can encompass, with the possible exception of spot announcements for very important events.

Radio Paid radio advertising is an important consideration for supplementing whatever public service time has been secured. Radio announcements seem especially effective for stimulating immediate action at registration time. Package deals are often available, with some stations giving a number of free announcements to supplement paid ones. Station breaks (20-second) and 30-second announcements are usually a better purchase than one-minute announcements. Select stations which have programming likely to appeal to those whom you wish to interest.

Production requirements and methods of preparing copy for television and radio were discussed earlier in this chapter under "Unpaid Publicity".

Displays

Posters These may be used to highlight the general program, or special courses. Some "quick-copy" firms specialize in preparing posters at reasonable cost. Design and color are important in poster preparation, with too much copy detracting from readability and overall effect.

The use of flyers to double as posters has been suggested. In distributing posters, it is often necessary to have permission before placing them. When possible, choose locations which will have relatively long display-life, such as those behind glass.

Meeting Aids An easily carried traveling display is a useful tool for meetings and information fairs. One can be constructed from a wood frame in sections, hinged to fold together in carrying size. A suitable cover might be colored cloth, to which printed pieces and pictures can be attached with pins.

Other Visual Aids

Other valuable public relations tools are short movies, videotape presentations, or slide shows (which may have an accompanying audio tape). The least expensive, of course, is a slide show, which has the additional advantage of ease of changing portions to keep the presentation up-to-date.

STUDENT SERVICES

Many women would continue their education more readily if some logistic difficulties were removed. The following suggestions will help more participants achieve their goals while increasing enrollments for the particular CEW program.

CHILD CARE Mothers of pre-school children find this service the most critical factor in their being able to return to their education. When classes are located in a "center" or in suburban churches, it may be possible to arrange child care on an informal basis. However, laws and insurance governing a child day-care center vary, which may make costs for this service a deterrent.

PARKING Suburban locations usually have the advantage of free parking facilities, as do locations in some department stores. When classes are held on main campuses or in downtown locations, it is helpful to secure parking for participants for no cost or at reduced rates. This may make the difference in ability to enroll in classes for women with modest financial resources.

HOUSING Certain special programs draw participants from long distances. It is helpful to send enrollees in advance a list of locations and prices of available housing. In off-seasons, there are occasions when space in institution's dormitories may supply housing at attractive rates.

CREATING PROGRAMS FOR SPECIAL POPULATIONS

Programs designed for locations in business, industry, and government are valuable because they serve both as a source of income and as a stimulation for registration in other segments of the CEW program.

TYPES OF PROGRAMS

Certain types of programs lend themselves to location in a business or government office. The most important consideration is the type of equipment needed for a program, and availability of instructors at hours convenient to the client. Among the most useful programs for clients who are seeking to train employees or increase their opportunities for advancement are specially designed workshops, credit courses in basic work-related areas, noncredit courses giving new skills, and counseling programs relating to career development.

Workshops

These are usually based on career development and work-related skills. Although they may contain a core of constant material, experience shows that clients appreciate a degree of individualization and special design. Workshop topics may include:

- career/life-planning (including motivation, establishing values and goals, techniques for success)
- interpersonal skills (including values clarification, assertiveness, time management)
- personal and program skills for specific types of jobs (many include those above, and some academic skills)

- academic refresher skills (such as math refresher, report writing, letter writing, reading for comprehension)

- management skills for various levels of employees (techniques for those trying to become managers, evaluations of management styles and effectiveness)

Even though a core of material remains the same in certain topics, incorporate constantly changing material from current reading and experience to make workshops fresh and timely.

Credit Courses

Often requested by personnel and training officers are basic college courses in English, business administration, psychology, and others related to use of human resources. However, it may be possible also to suggest courses in an area pertinent to the business or industry, such as a technical course where the college or university faculty has more expertise than supervisors in the industry. Obviously, credit courses can only be offered by CEW programs which are affiliated with accredited institutions. Registrations and staffing must comply with the institution's regulations, as discussed in chapter three.

Noncredit Courses

A wider variety of courses which may earn Continuing Education Units (CEUs) rather than college credit may be suggested for on-site offerings. Again, academic refresher skills and upgrading business techniques are most likely to have appeal for business and government clients.

Counseling Programs

Workshops often are planned as capsule counseling programs, e.g., career development/life-planning. However, any of the full counseling programs of several months' or weeks' duration are suitable suggestions for bringing to clients' locations.

MAKING CONTACTS

When beginning a program of outreach to secure clients for various elements of a CEW program at their business sites, consider several approaches. Depending upon the size of the area to be covered, the following are suggestions:

- Send direct mail pieces describing services to a target list of employers of large numbers.
- Entertain selected personnel or training officers at an open house for an entire program, or segments of a program relating to the business or industry.
- Schedule advertisements in publications serving a segment of business.
- Make contacts through staff members calling for appointments with personnel and training officers.
- Maximize informal contacts made by staff members with key persons in various businesses or government.
- After a program has acceptance, gain word-of-mouth recommendation from satisfied clients.

INTERVIEWING PROCESS

The prospective client and the CEW staff member may meet initially by telephone, or in the client's or the CEW offices. It is most effective to schedule this meeting in advance with a request that those with decision-making power be present at the initial presentation. Be sure to take materials which reinforce the expertise and experience of the CEW department. The initial interview is usually devoted to listening to the client's needs, and making preliminary suggestions for serving them. More than one interview is frequently necessary before arrangements are completed.

MAKING THE PROPOSAL

A formal proposal should be sent the prospective client after the first interview. Include in this proposal a complete description of the workshop or course offering, with all details spelled out: dates, times, names of staff, materials to be furnished by CEW program, equipment to be furnished by client, and most importantly, financial arrangements including amount to be paid and time invoice is due. If quotation is made on the basis of a minimum and maximum number of participants, detail this carefully.

Financial Considerations

Either the CEW department or the parent institution furnishes guidelines on what proportion of income is delegated for incidental and institutional costs, so that quotations can be realistic. A member of the Community Services staff should handle details of staffing, staff payments, billing procedures, budget projections, and estimation of total charges necessary to cover these and any percentage related to department or parent institutional costs.

MEASURING SUCCESS

Planning

Keys for success in scheduling CEW programs on location for business and government clients are the accurate assessment of need, preparation of substantive materials, and selection of instructional staff of dynamic characteristics. A study of similar workshops throughout the country and of current literature in the field helps keep materials stimulating and worthwhile.

Assessment

Written evaluations made anonymously by participants are invaluable as a measure of client satisfaction, and to give guidance for future development. It is worthwhile to ask the client to write a reaction to the course or program. These letters are valuable references for making future contacts.

CONCLUSION

A beginning CEW program may not have a division labelled "Community Services". However, its functions of public relations for the entire program, services to enable more women to continue their education, and bringing its components into the community with courses available to employers on a contract basis can be delegated to all staff members. As the program grows, these functions will be most efficiently performed by one or more specialists. Critical to the success of this Community Services effort are the professional qualifications of those to whom it is delegated and their dedication to serving women's needs in every segment of the local society.

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APPENDIX

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PARTIAL LIST OF PROFESSIONAL ORGANIZATIONS

Adult Education Association of the U.S.A.
810 Eighteenth Street, N.W.
Washington D.C. 20006

American Association of Community & Junior Colleges
One Dupont Circle, N.W.
Washington, D.C. 20036

American Personnel & Guidance Association, Inc.
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

American Psychological Association
1200 Seventeenth Street, N.W.
Washington, D.C. 20036

American Society for Training and Development, Inc.
Post Office Box 5307
Madison, Wisconsin 53705

American Vocational Association, Inc.
1510 H Street, N.W.
Washington, D.C. 20005

Association of Independent Colleges and Schools
1730 M Street, N.W., Suite 401
Washington, D.C. 20036

National Association for Public Continuing & Adult Education
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

National Association of Women Deans,
Administrators and Counselors
1028 Connecticut Avenue, N.W.
Washington, D.C. 20036

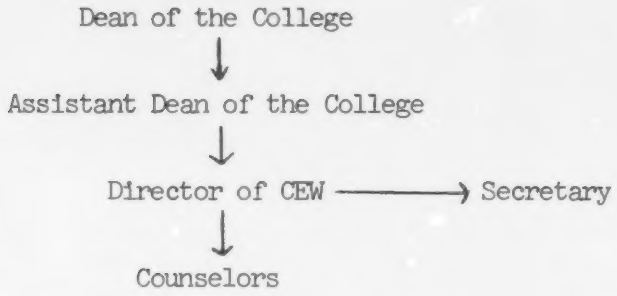
National University Extension Association
One Dupont Circle, N.W., Suite 360
Washington, D.C. 20036

National Vocational Guidance Association, Inc.
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

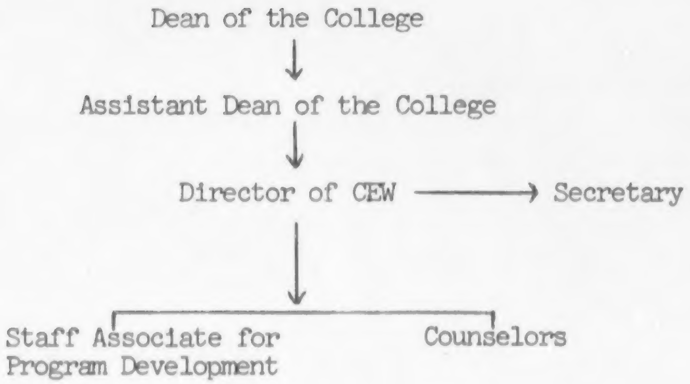
An Example of a Possible Developmental Process of a Continuing Education for Women Program within a University

ORGANIZATION CHART

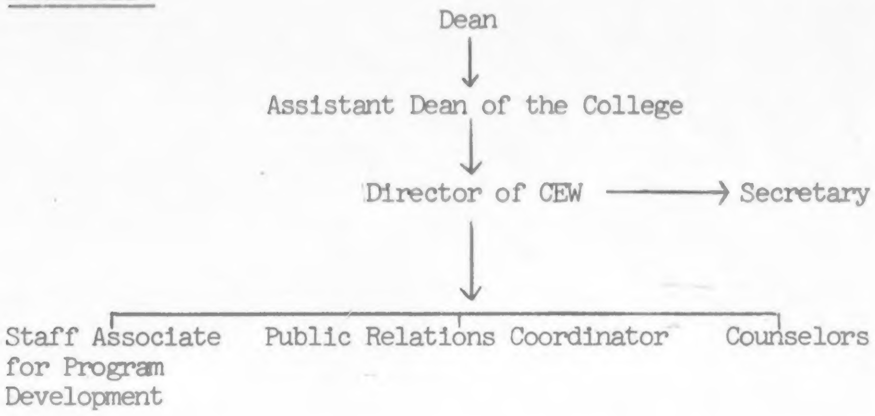
STAGE I.


Dean of the College
Assistant Dean of the College
Director of CEW
Secretary
Counselors

STAGE II.

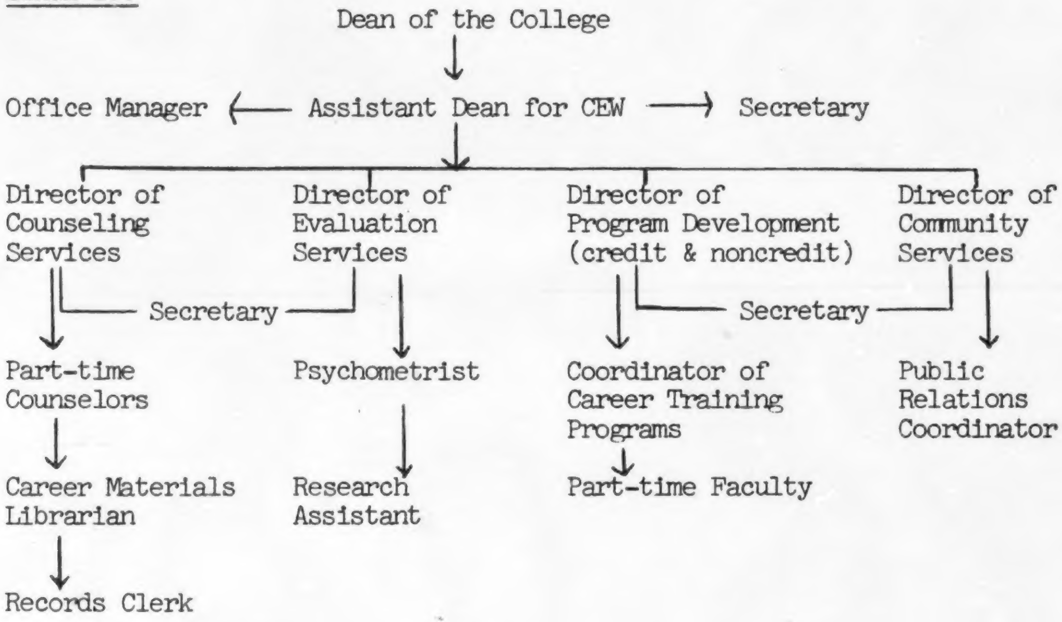

Dean of the College
Assistant Dean of the College
Director of CEW
Secretary
Staff Associate for Program Development
Counselors

STAGE III.

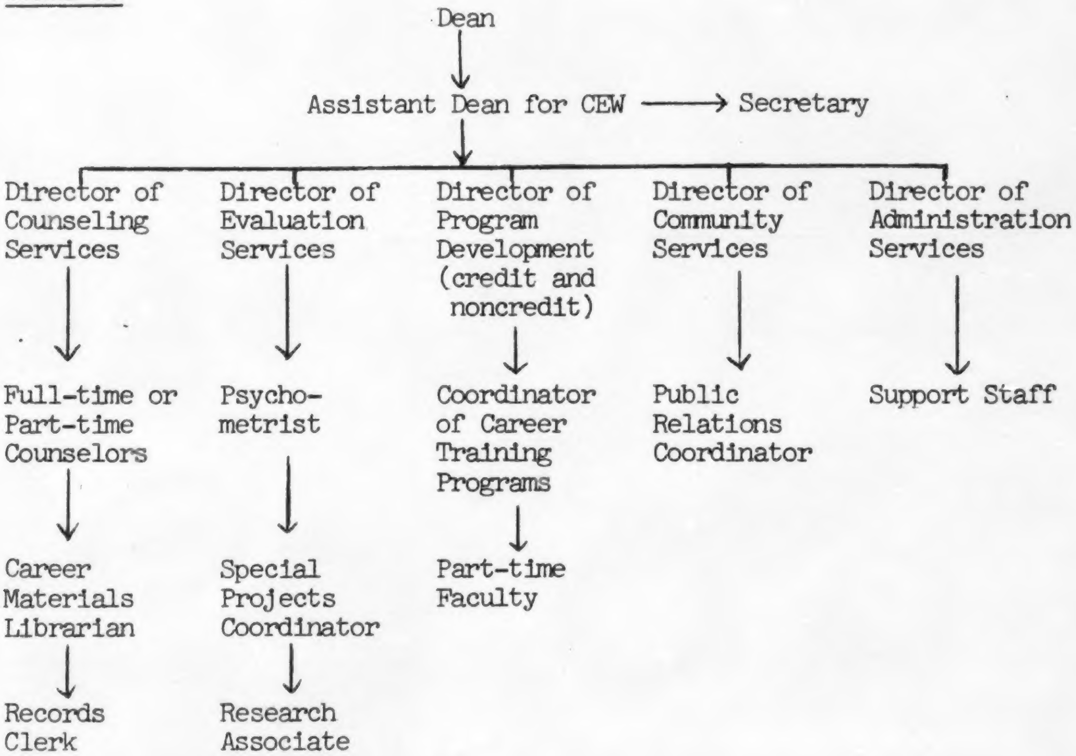

Dean
Assistant Dean of the College
Director of CEW
Secretary
Staff Associate for Program Development
Public Relations Coordinator
Counselors

Organization Chart Continued

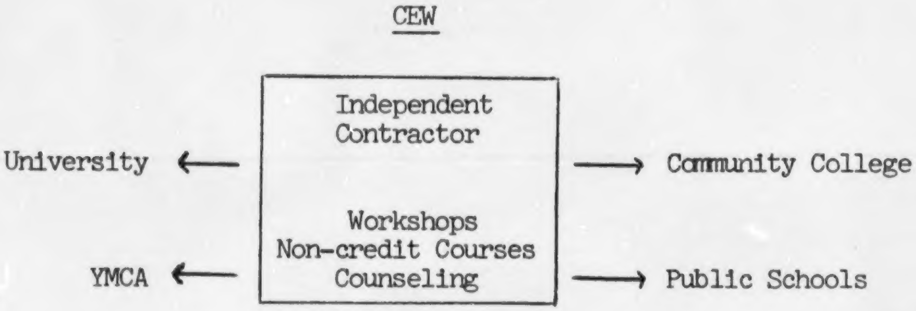
STAGE IV.

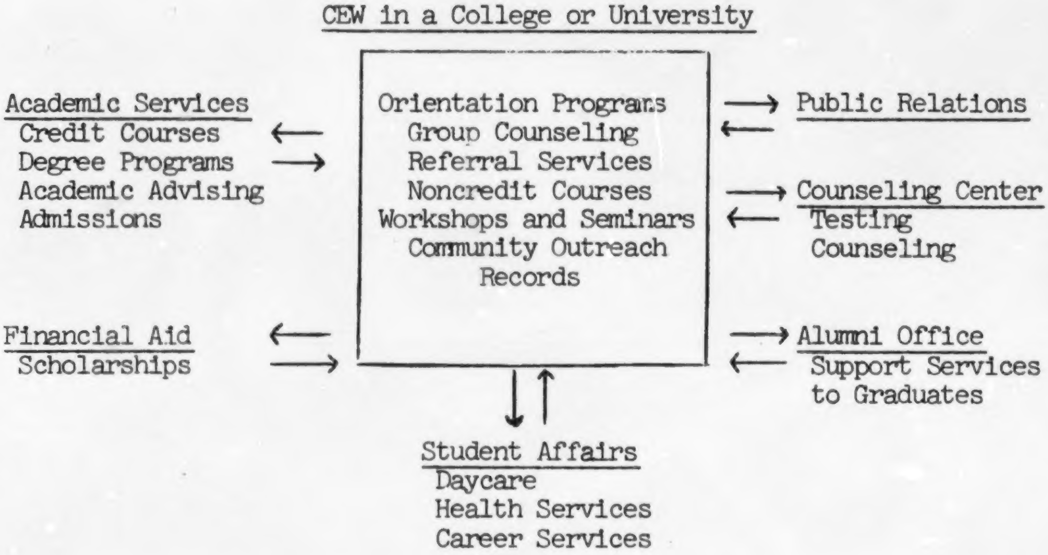

Dean of the College
Office Manager
Assistant Dean for CEW
Secretary
Director of Counseling Services
Director of Evaluation Services
Director of Program Development (credit & noncredit)
Director of Community Services
Secretary
Secretary
Part-time Counselors
Psychometrist
Coordinator of Career Training Programs
Public Relations Coordinator
Career Materials Librarian
Research Assistant
Part-time Faculty
Records Clerk

STAGE V.


Dean
Assistant Dean for CEW
Secretary
Director of Counseling Services
Director of Evaluation Services
Director of Program Development (credit and noncredit)
Director of Community Services
Director of Administration Services
Full-time or Part-time Counselors
Psycho-metrist
Coordinator of Career Training Programs
Public Relations Coordinator
Support Staff
Career Materials Librarian
Special Projects Coordinator
Part-time Faculty
Records Clerk
Research Associate

TWO EXAMPLES OF A CEW FUNCTIONAL RELATIONSHIP


CEW
Independent Contractor
Workshops
Non-credit Courses
Counseling
University
YMCA
Community College
Public Schools


CEW in a College or University
Orientation Programs
Group Counseling
Referral Services
Noncredit Courses
Workshops and Seminars
Community Outreach
Records
Academic Services
Credit Courses
Degree Programs
Academic Advising
Admissions
Financial Aid
Scholarships
Public Relations
Counseling Center
Testing
Counseling
Alumni Office
Support Services to Graduates
Student Affairs
Daycare
Health Services
Career Services

CONTINUING EDUCATION FOR WOMEN Information Form

PLEASE PRINT

Indicate Semester: Fall ____
Spring ____
Summer ____
Year 19____

Name ____
last (maiden) first middle spouse's name

Address ____
street city state zip

Telephone(s) (H)__________ (O)__________
Student No.__________ (if applicable)
Social Security No.______________

Date of Birth______________
Place of Birth________________________ (city, state or country)

Student Status: Nondegree___ Degree candidate___ Specify degree sought____
Specify major field______________

This semester I am enrolled in the following GWU courses:

CEW____
CGS____
On-campus____

GWU courses in which I previously have been enrolled:

CEW Noncredit______ Credit______ Certificate______ Counseling________
Specify____
CGS____
On-campus____

THE FOLLOWING INFORMATION IS DESIRED FOR RESEARCH PURPOSES AND WILL BE KEPT CONFIDENTIAL. YOUR COMPLETION OF THIS FORM WOULD BE APPRECIATED BUT IS OPTIONAL.

HIGHEST PREVIOUS EDUCATIONAL ATTAINMENT

___High school diploma
___Vocational (business, nursing, etc.)
Specify______________________
___Some college completed. Specify completed academic credits__________
___Bachelor's degree. Major__________
___Some graduate work. Hours__________
___Master's degree. Major__________
___Advanced degree. Specify__________
Major__________

MARITAL STATUS

___Never married
___Currently married
___Widowed
___Separated
___Divorced

CHILDREN

None___ Specify number__________
Ages______________

CURRENT EMPLOYMENT

___None ___Part-time ___Full-time

Occupation______________________
Firm or agency______________________

MAIN REASON FOR TAKING COURSE

___Intellectual stimulation
___Personal growth
___To plan for a first career
___To update former career skills
___To change careers
___Explore part-time job opportunities.
___Explore full-time job opportunities
___Plan a degree program
___Participate in a degree program
___Increase competence in volunteer work
___Specify other__________________

How did you hear about this program:

EXAMPLE OF A QUESTIONNAIRE

Code #________________ Today's date ________________________
Mo. Yr.

Please answer every question. Fill in blanks and/or circle appropriate numbers where indicated. If item is not applicable, write n.a.

PERSONAL INFORMATION

1. Year of birth __________

2. Place of birth __________________________
city state

3. Present residence:
DC 1
MD 2
VA 3
Specify other ________ 4

4. Were you ever denied

	On Basis of				
	Sex	Marital Status	Age	Race	Don't Know
admission to college? ...	1	2	3	4	5
employment?	1	2	3	4	5
promotion?	1	2	3	4	5
Specify other __________	1	2	3	4	5

5. Indicate race:
White 1
Black 2
Yellow 3
Brown 4
Red 5
Mixed 6

6. Indicate religious preference:
Protestant 1
Roman Catholic 2
Judaic 3
Specify other _______ 4
No preference 5
No religion 6

7. Indicate political preference:
Democrat 1
Republican 2
Independent 3
Specify other _______ 4

8. Do you consider yourself politically conservative? ... 1
moderate? 2
liberal? 3

9. Do you consider your present health excellent? 1
good? 2
fair? 3
poor? 4

10. Do you consider your energy level excellent? 1
good? 2
fair? 3
poor? 4

11. How many hours of sleep do you average each night?

4 hrs. 1   8 hrs. 5
5 hrs. 2   9 hrs. 6
6 hrs. 3   10 hrs. 7
7 hrs. 4   11 hrs. 8

12. Do you usually feel rested? Yes 1
No 2

13. Do you engage in regular physical activity? Yes 1
No 2

If yes, specify kinds: ____________________
____
____
____

Indicate frequency:
daily 1
weekly 2
biweekly 3
Specify other ________ 4

14. Are there any health habits you wish to change? Yes 1
No 2

If yes, specify: ____________________
____
____
____

15. Have you had any illness which interfered with your education or employment?

Yes 1
No 2

If yes, describe: ____________________
____

16. Do you vacation regularly? 1
occasionally? 2
seldom? 3
never? 4

17. With whom do you usually vacation?
spouse 1
family 2
friends 3
alone 4
Specify other ________ 5

18. In what range is your approximate annual family income? (Include alimony, annuities, your earnings, spouse's earnings, etc.)

Less than $5,000	1	$30,000 - 39,999	5
$5,000 - 9,999	2	$40,000 - 49,999	6
$10,000 - 19,999	3	$50,000 or above	7
$20,000 - 29,999	4		

19. Estimate time currently spent outside your home:

Paid employment: ____ hrs. per week
Volunteer work: ____ hrs. per week
Education or training: ____ hrs. per week

20. What are your leisure time activities?

____
____
____
____

21. Are you interested in obtaining

full-time work?	1
part-time work?	2
neither?	3

22. What mode of transportation do you most frequently use?

own car	1	bicycle	5
family car	2	motorcycle	6
public transportation	3	Specify other ____________	7
walking	4		

23. Indicate your special skills and abilities:

Art	1	Mechanical skills	8
Bookkeeping	2	Music	9
Carpentry	3	Office machines	10
Computer programming	4	Photography	11
Drama	5	Plumbing	12
Electronics	6	Shorthand	13
Foreign language	7	Typing	14

Specify other 15
(Indicate below):

EDUCATION

24. Indicate your highest level of education:

Primary: less than 9 **Secondary**: 9 10 11 12 **Postsecondary**: 1 2 3 4 5 6 7 8

25. List below each school which you have attended beginning with high school and including each educational institution subsequently attended (colleges, vocational schools, etc.).

NAME & TYPE OF SCHOOL	INDICATE:			LOCATION (city, state)	DATES ATTENDED		MAJOR SUBJECT	SPECIFY DIPLOMA, DEGREE, OR CERTIFICATE RECEIVED	SPECIFY HONORS RECEIVED
	COED	WOMEN	MEN		From Mo/Yr	To Mo/Yr			
	1	2	3						
	1	2	3						
	1	2	3						
	1	2	3						
	1	2	3						

26. Indicate approximate size of high school graduating class:

Under 25	1
25 to 99	2
100 to 199	3
200 to 299	4
Over 300	5

27. Circle approximate rank in high school senior class:

Upper 1/10	1
Upper 1/4	2
Upper 1/3	3
Upper 1/2	4
Lower 1/2	5

28. If you attended college, indicate how your education was financed by circling the appropriate numbers:

	UNDERGRADUATE					GRADUATE				
	BY PARENTS	SCHOLARSHIPS	SELF	SPOUSE	SPECIFY OTHER	BY PARENTS	SCHOLARSHIPS	SELF	SPOUSE	SPECIFY OTHER
Entirely	1	2	3	4	________	1	2	3	4	________
3/4	1	2	3	4	________	1	2	3	4	________
1/2	1	2	3	4	________	1	2	3	4	________
1/4	1	2	3	4	________	1	2	3	4	________
None	1	2	3	4	________	1	2	3	4	________

29. If you dropped out of college, indicate most important reason:

	UNDERGRADUATE	GRADUATE
Lacked interest	1	1
Poor grades	2	2
Inadequate funds	3	3
Illness	4	4
To work	5	5
To get married	6	6
To have a child	7	7
Specify other ____________	8	____________ 8

30. Indicate your college academic average:

	UNDERGRADUATE	GRADUATE
A	1	1
A-	2	2
B+	3	3
B	4	4
B-	5	5
C+	6	6
C	7	7
C-	8	8
D+	9	9
D or lower	10	10

31. My undergraduate major was chosen during:

Elementary school	1	Freshman college year ...	4
Junior high	2	Sophomore college year ..	5
Senior high	3	Junior college year	6
		Senior college year	7

32. Describe the most significant factor in your choice(s) of college major(s):

____

____

____

33. Indicate the activities in which you participated as a student. Circle the appropriate numbers.

	HIGH SCHOOL	SPECIFY OFFICES, AWARDS, ETC.	POST-SECONDARY EDUCATION	SPECIFY OFFICES, AWARDS, ETC.
Academic organizations, (clubs, honoraries, etc.)	1	____________	2	____________
Art, photography	1	____________	2	____________
Athletics (intramural, interscholastic)	1	____________	2	____________
Citizenship	1	____________	2	____________
Conservation	1	____________	2	____________
Drama, speech, debate	1	____________	2	____________
Hobby clubs (chess, stamp collecting, etc.)	1	____________	2	____________
Music (choir, band, etc.)	1	____________	2	____________
Political or social action groups	1	____________	2	____________
Publications (yearbook, newspaper)	1	____________	2	____________
Religious organizations	1	____________	2	____________
School service organizations ..	1	____________	2	____________
Scouts, Campfire Girls	1	____________	2	____________
Social sororities, fraternities, clubs	1	____________	2	____________
Student government	1	____________	2	____________
Specify other ________________	1	____________	2	____________
Specify other ________________	1	____________	2	____________

34. Describe any adult education (noncredit courses) which you have completed other than at The George Washington University:

COURSE TITLE	COURSE LENGTH (Hrs., Wks., Semester)	SPONSORING ORGANIZATION (Recreation Department, Church, College, etc.)	YEAR OF PARTICIPATION

WORK EXPERIENCE

35. Describe job experience starting with most recent employment:

	JOB TITLE	EMPLOYER	LOCATION	DATES From	DATES To	HOURS PER WEEK
1)						
2)						
3)						
4)						
5)						
6)						

List any honors or awards received during employment ______________________

36. In which of the above jobs do you consider that you have had the most responsibility? ______________________

37. Specify number of years in paid employment:

	Full-Time	Part-Time
Before marriage		
After marriage and before children		
With children at home		
After children are grown		
TOTAL YEARS		

38. If currently employed, how do you feel about your job? Circle one in each row.

	EXTREMELY SATISFIED	SOMEWHAT SATISFIED	SOMEWHAT DISSATISFIED	EXTREMELY DISSATISFIED
Type of work	1	2	3	4
Salary	1	2	3	4
Co-workers	1	2	3	4
Supervisor	1	2	3	4
Employer or firm	1	2	3	4
Opportunity for initiative .	1	2	3	4
Job pressure	1	2	3	4
Job security	1	2	3	4
Relevancy of past training .	1	2	3	4
Use of my abilities and training	1	2	3	4

39. Describe your military service:

None	1
World War II	2
Korean War	3
Vietnam War	4
Career military	5
Specify other ______________	6

40. Describe your current participation in career-related, community service and recreational organizations:

TYPE OF ACTIVITY OR ORGANIZATION	ACTIVE PARTICIPANT	MEMBER	SPECIFY HONORS RECEIVED	SPECIFY OFFICES OR LEADERSHIP POSITIONS HELD
Alumni	1	2	______	______
Arts, crafts	1	2	______	______
Civic	1	2	______	______
Collective bargaining	1	2	______	______
Feminist	1	2	______	______
Fund drives	1	2	______	______
Hospital, Red Cross	1	2	______	______
Library	1	2	______	______
Museum	1	2	______	______
Outdoor, conservation	1	2	______	______
PTA	1	2	______	______
Performing arts	1	2	______	______
Political	1	2	______	______
Professional	1	2	______	______
Religious	1	2	______	______
Service (Rotary, Lions) ..	1	2	______	______
Social issue	1	2	______	______
Sports	1	2	______	______
Teacher's aide	1	2	______	______
Tutoring, Headstart	1	2	______	______
Youthwork (Scouts, "Y") ..	1	2	______	______
Specify other ______	1	2	______	______

41. Analyze your most significant volunteer experience(s).

POSITION	ORGANIZATION	DATES From To	HOURS Per Wk.	TYPE OF WORK: Professional	Semi-Professional	Skilled	Routine	Specify Other	REASON FOR VOLUNTEER SERVICE: Meeting People	Utilizing Talents	Being of Service	Updating Skills	Preparing for a Career	Entry into a Career	Filling Time	Escaping Problems	Specify Other
______	______	______	______	1	2	3	4	___	1	2	3	4	5	6	7	8	___
______	______	______	______	1	2	3	4	___	1	2	3	4	5	6	7	8	___
______	______	______	______	1	2	3	4	___	1	2	3	4	5	6	7	8	___
______	______	______	______	1	2	3	4	___	1	2	3	4	5	6	7	8	___
______	______	______	______	1	2	3	4	___	1	2	3	4	5	6	7	8	___

FAMILY INFORMATION

42. Residences and Living Companions Throughout Life. Describe those places where you have lived for more than one year.

PERIOD OF LIFE	LOCATION OF RESIDENCE (street, city, state)	DATES From To	Urban	Suburban	Rural	Apartment or Multiple Family	Single Family	Dormitory	Alone	Spouse & Child	Children	Spouse	1 Parent	2 Parents	1 Parent & Sibling	Parents & Siblings	Friend	Specify Other
Present			1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	
Other Adult			1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	
			1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	
			1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	
During post-secondary education (18-22)			1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	
			1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	
			1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	
During high school (13-17)			1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	
			1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	
			1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	
During elem. school (6-12)			1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	
			1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	
			1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	
Pre-school (0-5)			1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	
			1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	

INFORMATION ABOUT YOUR PARENTS

		MOTHER	FATHER
43.	Living:	Yes ... 1 No 2	Yes ... 1 No 2
44.	Birthplace:	____________________ (city, state, country)	____________________ (city, state, country)
45.	Present age (or age at death):	_____ years	_____ years
46.	Highest educational attainment:		
	Circle years: Primary	less than 9	less than 9
	Secondary	9 10 11 12	9 10 11 12
	Post-secondary	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
	Specify highest degree or certificate:	______________	______________
	Specify major field of study:	______________	______________

47. Religious preference of parents when you lived in your parental home:

	MOTHER	FATHER
Protestant	1	 1
Roman Catholic	2	 2
Judaic	3	 3
Specify other ______________	4	______________ 4
No preference	5	 5
No religion	6	 6

48. Political attitude of parents when you lived in your parental home:

	MOTHER	FATHER
Conservative	1	 1
Moderate	2	 2
Liberal	3	 3

49. My parental home was:

	DEPRIVED	LIMITED	PRIVILEGED	ABUNDANT
Materially	1	2	3	4
Emotionally	1	2	3	4
Socially	1	2	3	4
Culturally	1	2	3	4

50. Father's Employment and Community Service (circle appropriate numbers and fill in blanks):

	EMPLOYMENT					SIGNIFICANT VOLUNTEER ACTIVITIES				
	Occupation (not industry, firm or agency)	Full Time	Part Time	Intermittent	NK*	Specify Type	Full Time	Part Time	Intermittent	NK*
Prior to marriage		1	2	3	4		1	2	3	4
Prior to birth of first child		1	2	3	4		1	2	3	4
While children were preschool age		1	2	3	4		1	2	3	4
After all children entered elementary school		1	2	3	4		1	2	3	4
After all children entered junior high school		1	2	3	4		1	2	3	4
After all children entered senior high school		1	2	3	4		1	2	3	4
After all children completed senior high school		1	2	3	4		1	2	3	4
TOTAL YEARS OF EMPLOYMENT						OF VOLUNTEERISM				

51. Mother's Employment and Community Service (circle appropriate numbers and fill in blanks):

	EMPLOYMENT					SIGNIFICANT VOLUNTEER ACTIVITIES				
	Occupation (not industry, firm or agency)	Full Time	Part Time	Intermittent	NK*	Specify Type	Full Time	Part Time	Intermittent	NK*
Prior to marriage		1	2	3	4		1	2	3	4
Prior to birth of first child		1	2	3	4		1	2	3	4
While children were preschool age		1	2	3	4		1	2	3	4
After all children entered elementary school		1	2	3	4		1	2	3	4
After all children entered junior high school		1	2	3	4		1	2	3	4
After all children entered senior high school		1	2	3	4		1	2	3	4
After all children completed senior high school		1	2	3	4		1	2	3	4
TOTAL YEARS OF EMPLOYMENT						OF VOLUNTEERISM				

*Not Known

52. If your mother was employed at any time during your childhood, circle all appropriate numbers.

I resented my mother's working	1
I was indifferent toward my mother's working	1
I was proud that my mother worked	1
My mother enjoyed working	1
My mother did not particularly enjoy working	1
My mother worked because of financial necessity	1
My father assisted her in household and family responsibilities	1
My father approved of my mother's working	1
My father disliked having my mother work	1
My father encouraged my mother to work	1

Additional comments ____________________

53. In general, your parents' attitude toward you was:

	MOTHER	FATHER
Warm and affectionate	1	2
Very encouraging	1	2
Critical	1	2
Indifferent	1	2
Cold and disapproving	1	2

54. Starting with the eldest, list all children in your parental family, including yourself. Indicate the year of birth of each (brothers, sisters, half- and step-brothers and sisters).

	YOURSELF	BROTHER(S)	SISTER(S)
1)			
2)			
3)			
4)			
5)			
6)			

55. Do you maintain regular contact with your parental family (those not residing in your home)?

	DAILY	WEEKLY	MONTHLY	YEARLY	SPECIFY OTHER
Parents	1	2	3	4	
Siblings	1	2	3	4	

INFORMATION ABOUT YOUR SPOUSE

56. Present Occupation: ______________________________

Former Occupations: ______________________________

____

57. Present Employer (circle one):

U.S. Government (civilian) ..	1	Business or industrial firm	6
U.S. Government (military) ..	2	Self-employed professional	7
Rank ____________________		Self-employed business or industry .	8
State government	3	Educational institution	9
Local government	4	Retired	10
International	5	Specify other ________________	11

58. Education (circle spouse's highest educational level attained):

Primary	Less than 9	
Secondary	9 10 11 12	Highest degree: ________________
College	1 2 3 4 5 6 7 8	Major field: ________________

59. Did spouse continue education after marriage? Yes ... 1
No 2

If yes, give number of years: __________

Indicate: Part-time ... 1
Full-time ... 2

60. If your spouse continued education, did you provide financial assistance?

Yes ... 1
No 2

61. Indicate spouse's attitude toward your activities:

	ENCOURAGING	TOLERANT	INDIFFERENT	DISCOURAGING
Enrollment in NH/CD-LP .	1	2	3	4
Working part-time	1	2	3	4
Working full-time	1	2	3	4
Full-time study	1	2	3	4
Part-time study	1	2	3	4
Full-time homemanager ..	1	2	3	4

62. Your marital status and number of children:

		For each status change indicate		Enter Birth Year of Each Child in Appropriate Box and Circle Appropriate Numbers														
				Child #1			Child #2			Child #3			Child #4			Child #5		
STATUS	INDICATE PRESENT STATUS	AGE	YEAR	Yr.	Biological	Adopt.	Yr.	B	A	Yr.	B	A	Yr.	B	A	Yr.	B	A
Never married	1	____	____	____	1	2	____	1	2	____	1	2	____	1	2	____	1	2
First marriage	2	____	____	____	1	2	____	1	2	____	1	2	____	1	2	____	1	2
Second marriage	3	____	____	____	1	2	____	1	2	____	1	2	____	1	2	____	1	2
Third marriage	4	____	____	____	1	2	____	1	2	____	1	2	____	1	2	____	1	2
Widowed (first)	5	____	____	____	1	2	____	1	2	____	1	2	____	1	2	____	1	2
Widowed (second)	6	____	____	____	1	2	____	1	2	____	1	2	____	1	2	____	1	2
Divorced (first)	7	____	____	____	1	2	____	1	2	____	1	2	____	1	2	____	1	2
Divorced (second)	8	____	____	____	1	2	____	1	2	____	1	2	____	1	2	____	1	2
Separated (first)	9	____	____	____	1	2	____	1	2	____	1	2	____	1	2	____	1	2
Specify other ________________	10	____	____	____	1	2	____	1	2	____	1	2	____	1	2	____	1	2

63. Information about children:

	SON	DAUGHTER	PRESENT AGE	HIGHEST EDUCATIONAL ATTAINMENT	OCCUPATION (if applicable)	AT HOME	AWAY* (INDICATE MILES)
Child #1	1	2	____	____	____	3	____
Child #2	1	2	____	____	____	3	____
Child #3	1	2	____	____	____	3	____
Child #4	1	2	____	____	____	3	____
Child #5	1	2	____	____	____	3	____
Child #6	1	2	____	____	____	3	____

*Include children away at college.

64. Distribution of household and family responsibilities (approximate hours per week):

	SELF	SPOUSE	DAUGHTERS	SONS	PAID HELP	OTHER
Child care						
Cleaning						
Cooking						
Laundry						
Errands						
Financial (Bookkeeping)						
Maintenance						
Appliance Repair						
Car Repair						
Carpentry						
Redecorating						
Yard Work						

65. Your future plans:

I predict that I will be:

	Next Year	5 Years From Now	10 Years From Now
Homemanager, full-time ...	1	1	1
Student, undergraduate ...	2	2	2
Student, graduate	3	3	3
Employee, full-time	4	4	4
Employee, part-time	5	5	5
Volunteer	6	6	6
Retired	7	7	7
Specify other ____________	8	8	8

66. List any special concerns or limitations: ______________________________

____

____

SAMPLE PROFILE

THE GEORGE WASHINGTON UNIVERSITY
College of General Studies
Continuing Education for Women

NEW HORIZONS/CAREER DEVELOPMENT-LIFE PLANNING, Class 27
Day & Evening Classes
Fall 1976

	Day N = 65		Evening N = 42	
PRESENT RESIDENCE				
Washington, D.C.	16	25%	17	40%
Maryland	30	46%	6	14%
Virginia	19	29%	19	45%
BIRTHPLACE				
Washington, D.C.	4	6%	8	19%
U.S.	57	88%	31	74%
Most represented:	New York		Wash.DC	
Other countries:				
Argentina	1		-	
Finland	1		-	
France	-		1	
Germany	1		-	
Guatemala	-		2	
Japan	1		-	
Totals (Other)	4	6%	3	7%
AGE WHEN ENROLLED				
Range:	25-62		20-58	
Median:	38		32	
20-24	-	-	6	14%
25-29	6	9%	10	24%
30-34	11	17%	6	14%
35-39	23	35%	5	12%
40-44	13	20%	4	10%
45-49	5	8%	2	5%
50-54	3	5%	2	5%
55-59	-	-	3	7%
60-64	1	1.5%	-	-
No response	3	5%	4	10%
MARITAL STATUS				
Single	-	-	18	43%
Married	59	91%	12	29%
Widowed	1	1.5%	-	-
Divorced	1	1.5%	8	19%
Separated	3	5%	4	10%
No response	1	1.5%	-	-
AGE AT FIRST MARRIAGE				
Range:	18-34		17-39	
Median:	23.5		21.5	

	Day N = 65		Evening N = 42	
YEARS SINCE LAST FORMAL EDUCATION				
Range:	3-33		0-30	
Median:	16.0		6.6	
EDUCATIONAL ATTAINMENT				
H.S. Graduate	7	11%	7	17%
Voc. Training	4	6%	5	12%
Some College	8	12%	8	19%
Assoc. Degree	1	1.5%	1	2%
Bachelor's Degree	39	60%	17	40%
Master's Degree	5	8%	4	10%
No response	1	1.5%	-	-
COLLEGE MAJORS				
Arts & Humanities	16	25%	5	12%
Business Admin.	1	1.5%	-	-
Education	8	12%	3	7%
Home Economics	1	1.5%	-	-
Nursing	3	5%	1	2%
Psychology	3	5%	-	-
Social Sciences	10	15%	6	14%
Biological Sciences	2	3%	3	7%
Physical Sciences	1	1.5%	-	-
No College	11	17%	12	29%
Insufficient Info.	9	14%	12	29%
NUMBER OF CHILDREN				
None	7	9%	31	74%
1	6	9%	3	7%
2	27	42%	3	7%
3	15	23%	-	-
4	6	9%	2	5%
5	1	1.5%	2	5%
6	1	1.5%	-	-
7	-	-	-	-
8	1	1.5%	-	-
No response	1	1.5	1	2%

	Day N = 65		Evening N = 42	
AGE RANGES OF CHILDREN				
Preschool	3	5%	1	11%
Preschool and school age	8	14%	1	11%
School age only	34	61%	1	11%
School age through college	7	13%	3	33%
School age through adult	3	5%	1	11%
College age and adult only	1	2%	2	22%
YEARS OF FULL-TIME WORK EXPERIENCE				
None, less than 1 year, or part-time only	8	12%	4	10%
1-4	25	38%	8	19%
5-9	21	32%	11	26%
10-14	7	11%	6	14%
15-19	-	-	3	7%
20-24	1	1.5%	4	10%
25-29	-	-	1	2%
30-34	-	-	-	-
35-39	-	-	1	2%
No response	3	5%	4	10%
CURRENT EMPLOYMENT				
None	52	80%	4	10%
Part-time	12	18%	5	12%
Full-time	-	-	31	74%
No response	1	1.5%	2	5%
REASONS FOR ENROLLING				
Intellectual stimulation	29	45%	14	33%
Personal growth	47	72%	19	45%
To plan for first career	9	14%	8	19%
To update former career skills	9	14%	1	3%
To change careers	19	29%	26	62%
Explore part-time job opportunities	28	43%	1	3%
Explore full-time job opportunities	20	31%	9	21%
Plan a degree program	16	25%	9	21%
Participate in a degree program	5	8%	2	5%
Increase competence for volunteer work	6	9%	-	-
Other	5	8%	1	3%
HOW DID YOU HEAR ABOUT CEW?				
Friends	29	45%	16	38%
Newspapers	8	12%	2	5%
Radio	4	6%	-	-
TV	1	1.5%	-	-
CEW Speaker	1	1.5%	-	-
Brochures	5	8%	4	10%
GWU Contact	7	11%	7	17%
Doctor	2	3%	3	7%
Relative	2	3%	3	7%
Other	2	3%	2	5%
No response	11	17%	6	14%

SIGNIFICANT OCCUPATIONS	Day N = 65	Evening N = 42
Administrative, Managerial	-	3
Business, Finance		
Accountant	-	1
Investment Specialist	-	1
Real Estate	1	-
Sales	2	1
Communications, Information		
Editor	1	-
Librarian	1	-
Coder	-	1
Education		
Professional	16	1
Special Education	2	-
Health Services		
Medical Technician	1	1
Nurse	2	3
Therapist	1	-
Office Staff		
Administrative Assistant	1	5
Clerical	1	3
Receptionist	-	2
Secretary	9	11
Sciences	1	-
Social Work	3	1
Other	9	2
Never Employed	2	-
No response	12	6

COUNSELOR EVALUATION

1. Suggestions for changes in course organization:

2. Speaker sessions: suggestions for format, topics, and speakers:

3. Comment on any of the course units (appropriateness, response of students, allotment of time, etc...)

    Test selection, administration, interpretation:

    Biographies:

    Cultural Blocks:

    Motivation Unit:

    Values Clarification:

    Assertiveness:

    Employment:

    Education:

    Volunteerism:

    Career Reports:

4. Was there anything special or unusual about your group?

5. Suggestions for bibliography:

6. Suggestions for staff development training (both prior to and during the semester):

GROUP COUNSELING

Class Location ______________

Date ______________

COURSE EVALUATION

I. In the left-hand column, check your major purpose(s) for enrolling in this course. In the right-hand columns, check the extent to which the course aided you in achieving any of the following goals:

		VERY HELPFUL	CONSIDERABLY HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL
___	Intellectual Stimulation	___	___	___	___
___	Personal Growth	___	___	___	___
___	Explore Job Opportunities	___	___	___	___
___	Develop Career Plans	___	___	___	___
___	Plan to Update Previous Training	___	___	___	___
___	Plan to Develop New Skills	___	___	___	___
___	Increase Knowledge of Volunteer Work	___	___	___	___
___	Increase Self-Confidence	___	___	___	___
___	Other (specify) ______________	___	___	___	___

II. Evaluate the extent to which each of the following was helpful:

a.	HISTORY UNIT	___	___	___	___
b.	MOTIVATION UNIT	___	___	___	___
c.	SELF-EVALUATION UNIT	___	___	___	___
d.	GUEST SPEAKERS	___	___	___	___
e.	EMPLOYMENT UNIT	___	___	___	___
f.	EDUCATION UNIT	___	___	___	___
g.	VOLUNTEER OPPORTUNITIES	___	___	___	___
h.	CAREER RESEARCH	___	___	___	___
i.	INDIVIDUAL COUNSELING INTERVIEW	___	___	___	___

III. What changes would you recommend?

IV. Indicate assignments and exercises you completed:

ASSIGNMENTS: 1__2__3__4__5__6__7__8__9__10__11__12__13__

EXERCISES: A__B__C__D__E__F__G__

V. Class Attendance: ___Number of small group sessions attended

___Number of speaker sessions attended

VI. List any books that you have read which you think should be included in the bibliography.

USE REVERSE SIDE FOR ADDITIONAL COMMENTS

COURSE EVALUATION SHEET

Course Name and #: ____

Professor: ____

1. Was this course a requirement or an elective?

2. Were the objectives of this course set by the professor at the beginning of the semester?

3. Did the lectures and assigned reading material follow the catalog description of the course?

4. Were lectures well prepared, up to date, and interestingly presented?

5. Did this course stimulate your interest sufficiently to pursue further study in this field?

6. Were exams or paper assignments meaningful learning experiences? Were they fair? Major assignments and exams required were: term paper____, other papers (give number)____, field trips____, daily quiz____, weekly quiz____, midterm____, class final____, take home final____, open book final____. How much reading was assigned each week?________________.

7. At semester's end, had the objectives of the course been met?

8. Did this course meet your expectations? If you wish to comment further, please do so.

9. Would you rate this course as: extremely demanding____, demanding____, moderately demanding____, minimally demanding____.

NON-CREDIT COURSE
WORKSHOP

CONTINUING EDUCATION FOR WOMEN

Course Evaluation for: ____

1. What was the single most stimulating concept you heard which seemed to have applicability to you?

2. Rate your level of satisfaction with the course in general as compared with your expectations (7 means your expectations were exceeded; 1 means the course bore no resemblance to your expectations).

/ / / / / / /
1 2 3 4 5 6 7

3. Do you feel the concepts, techniques, and information can help you in your job?

...your personal life?

4. In your opinion, what are the strengths of the course?

...weaknesses?

5. If guest speakers were used, please identify and comment on the effectiveness of each.

6. What other courses would you like offered in CEW?

7. OTHER COMMENTS AND RECOMMENDATIONS.

CONTINUING EDUCATION FOR WOMEN

Class Attendance for:____________________________

NAME	DATE										*CEU's Awarded
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											
17.											
18.											
19.											
20.											

*Check if student completed course satisfactorily.

PARTIAL LIST OF TEST PUBLISHERS IN THE UNITED STATES

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

Cooperative Tests and Services
Educational Testing Services
Princeton, New Jersey 08540

EDITS/Educational & Industrial Testing Service
Post Office Box 7234
San Diego, California 92107

Educational Testing Service
Addison-Wesley Publishing Company, Inc.
2725 Sand Hill Road
Menlo Park, California 94025

Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

The Psychological Corporation
Harcourt Brace Jovanovich and Subsidiaries
757 Third Avenue
New York, New York 10017

Psychological Tests and Services
Institute for Personality and Ability Testing
1602 Coronado Drive
Champaign, Illinois 61820

Science Research Associates, Inc. (SRA)
259 East Erie Street
Chicago, Illinois 60611

CONFIDENTIAL

CONTINUING EDUCATION FOR WOMEN

APPLICATION FOR PART-TIME SCHOLARSHIP OR LOAN

I. Personal Information

Name ______________________________________
(Last) (First) (Middle or Maiden)

Present Address ______________________________

Telephone: Home ________ Business ________ Marital Status ________

Date of Birth ________ Place of Birth ________ U.S. Citizen: Yes ___
No ___

Spouse's Name ______________________________

Spouse's Occupation and Employer ______________________________

____
(If Government, give Dept. and Branch)

No. of children ____________ Ages of children ____________
No. of children living at home ______ No. of children in college ______

Have you received encouragement from your family in your plans for continuing your education? ______________________

II. Financial Information

Application for ____ loan ____ scholarship Amount requested $_____

What are your anticipated tuition needs next semester? ____________

How much can you afford toward your tuition? ____________

Previous financial assistance you have received (list source, dates, and amounts): ______________________________

____

Describe below any pertinent information concerning your income, obligations, financial assets or liabilities which would be helpful in assessing your need for a scholarship or loan.

III. Educational Background

Date of graduation from high school____________________________

Indicate approximate rank in graduating class:

upper 1/10_____; upper 1/4_____; upper 1/2_____; lower 1/2_____

List colleges, universities, professional schools or other higher institutions attended, both full-time and part-time.

Name of College or University	Location	Dates Attended		Major Field	Degree	Grade Point Average	Credits (No.)
		From	To				

Have you attended Developing New Horizons for Women/Career Development-Life Planning?_____ Year_____

Have you ever attended classes at The George Washington University (campus or off-campus courses)? Yes___ No___ Year(s)_______________

If you enrolled in any course during the last two semesters, indicate below:

Name of Course	Institution	Date	Grade

List activities and scholastic honors as a student.

To what extent have you worked to finance your education?

IV. Educational Plans

In what major field do you wish to study?

Why have you chosen this field?

Are you now a degree candidate? Yes__ No__ Degree__ Institution________

If not, do you plan to undertake a degree program in the future?
Yes__ No__ Degree__ Institution________

What course or courses are you planning to take this next semester in our Continuing Education for Women program?

What course or courses are you planning to take this next semester at another institution?

Where?

No. of hours per week you can devote to study, including class attendance and preparation____________________

V. Employment and Community Service Experience

To what extent have you participated in volunteer or community service activities?

Are you employed at present? Yes__ No__ No. of hours per week_______

Position____

Employer____

Summarize significant employment experience in chronological order. (Use extra paper if needed.)

Name of Employer Agency or Organization	Location	Your Position	Dates Employed	Reason for Leaving

VI. References

Give name, title, and address of three persons who may be used as references or give complete address of institution where credentials, including confidential references, are on file.

I certify that the above statements are correct.

Signed ______________________________ Date ________________

To Be Filled Out By Student

JOB REFERRAL FORMS

JOB AVAILABILITY

Date__________
Class #__________

NAME______________________________ PHONE____________

ADDRESS____

TYPE OF WORK DESIRED______________________________

I am available for full-time employment____ part-time employment____

I am available for volunteer work________ Hours per week____

Former Occupation(s)______________________________

____

No. of years since last employed on full-time basis______ part-time______

No. of years of college (if any)______ Major______ Degree(s)______ Year______

Special Skills: Typing____wpm. Shorthand____wpm. Language____________.
Bookkeeping____. Editing____. Writing____. Other____________.

Comments:

EMPLOYMENT OPPORTUNITY

TITLE________________	DATE________________
EMPLOYER________________	AGE RANGE________________
________________	DEGREE REQUIRED____________
ADDRESS________________	TYPE________ SHORTHAND________
________________	OTHER SKILLS________________
________ ZIP________	________________
PHONE________ EXT.________	________________
REFER TO________________	SALARY RANGE________________
PT or FT________________	DESCRIPTION________________
HOURS________________	________________
DAYS________________	________________